



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

Department of World Languages
SPANISH 4 HONORS

Course Content and Standards (NJSLS 2020):

Unit 1: *La política y el medio ambiente* (Politics and the Environment)

Vocabulary: 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5

- Nature and earth
- Environmental problems and concerns
- Climate change and weather phenomena
- Political impact with the environment

Grammar: 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5

- *Uses of verb gustar, encantar, interesar and aburrir*
- *Use the verb to be (ser/estar)*
- *Use the verb to know (saber/conocer)*
- *Use future and conditional tenses*

Culture: 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5

- Political leaders in the Spanish speaking world
- Environmental destruction in the Spanish speaking world
- Conservation efforts in the Spanish speaking world

Unit 2: *La salud y la rutina diaria* (Health and Daily Routine)

Vocabulary: (7.1.IH.IPRET.1, 7.1.IH.IPRET.2, 7.1.IH.IPRET.3, 7.1.IH.IPERS.1, 7.1.IH.IPERS.2, 7.1.IH.IPERS.3, 7.1.IH.IPERS.4, 7.1.IH.IPERS.5, 7.1.IH.PRSNT.4, 7.1.IH.PRSNT.5)

- Discuss daily routines
- Discuss Physical Fitness and overall wellness
- Compare and contrast wellness/healthcare

Grammar: (7.1.IH.IPRET.1, 7.1.IH.IPRET.2, 7.1.IH.IPRET.3, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5, 7.1.IH.IPRET.6, 7.1.IH.IPRET.7, 7.1.IH.IPRET.8, 7.1.IH.IPERS.1, 7.1.IH.IPERS.2, 7.1.IH.IPERS.3, 7.1.IH.IPERS.4, 7.1.IH.IPERS.5, 7.1.IH.PRSNT.1, 7.1.IH.PRSNT.2, 7.1.IH.PRSNT.3, 7.1.IH.PRSNT.4, 7.1.IH.PRSNT.5, 7.1.IH.PRSNT.6)

- Use reflexive verbs
- Use Subjunctive mood
- Use of transition words and cohesive devices

Culture: (7.1.IH.IPRET.4, 7.1.IH.IPRET.5, 7.1.IH.IPRET.6, 7.1.IH.IPERS.1, 7.1.IH.IPERS.2, 7.1.IH.IPERS.3, 7.1.IH.IPERS.4, 7.1.IH.IPERS.5, 7.1.IH.PRSNT.4, 7.1.IH.PRSNT.5)

- Discuss similarities and differences in overall wellness in the United States vs Spanish speaking countries

Unit 3: *La literatura* (Literature)

Vocabulary: (7.1.IH.IPRET.1, 7.1.IH.IPRET.2, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5, 7.1.IH.IPRET.7, 7.1.IH.IPERS.1, 7.1.IH.IPERS.2, 7.1.IH.IPERS.4, 7.1.IH.IPERS.5, 7.1.IH.PRSNT.2, 7.1.IH.PRSNT.3)

- Structure of a novel
- vocabulary specific to novel

Grammar: (7.1.IH.IPRET.3, 7.1.IH.IPRET.8, 7.1.IH.IPERS.3, 7.1.IH.IPERS.5, 7.1.IH.PRSNT.2, 7.1.IH.PRSNT.3)

- compound subjunctive tenses with *haber*
- subjunctive expressions with emotions

Culture: (7.1.IH.IPRET.1, 7.1.IH.IPERS.3, 7.1.IH.PRSNT.1, 7.1.IH.PRSNT.3, 7.1.IH.PRSNT.4, 7.1.IH.PRSNT.5)

- Spanish novels and/or novelas
- Miguel de Cervantes
- *Don Quijote de la Mancha*
- other culturally relevant literature pieces

Unit 4: El Cine hispano (Hispanic films)

Vocabulary: (7.1.IH.IPRET.1, 7.1.IH.IPRET.2, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5, 7.1.IH.IPRET.7, 7.1.IH.IPERS.1, 7.1.IH.IPERS.2, 7.1.IH.IPERS.3, 7.1.IH.IPERS.4, 7.1.IH.IPERS.5, 7.1.IH.PRSNT.2, 7.1.IH.PRSNT.3)

- Structure of a film
- Expressions of opinion
- Vocabulary specific to the films

Grammar: (7.1.IM.IPRET.3, 7.1.IM.IPRET.8, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.3)

- Review of present, past, future and conditional
- Past subjunctive of *ser*, *tener*, and *poder*, to be used with the conditional
- Opinions using impersonal expressions and present subjunctive

Culture: (7.1.IH.IPRET.1, 7.1.IH.IPRET.3, 7.1.IH.IPERS.3, 7.1.IH.PRSNT.3, 7.1.IH.PRSNT.5)

- Spanish films
- Latin American films
- Prominent Hispanic film industry contributors such as
 - *Pedro Almodovar*
 - *Guillermo del Toro*

Course Pacing:

- | | |
|----------------------------|-------------------|
| • Marking Period 1: Unit 1 | Intermediate-Mid |
| • Marking Period 2: Unit 2 | Intermediate-Mid |
| • Marking Period 3: Unit 3 | Intermediate-High |
| • Marking Period 4: Unit 4 | Intermediate-High |

Course Expectations and Skills:

1. Maintain an organized binder.
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present, past and future tenses.
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate Mid and High Proficiency Level according to the 2012 guidelines 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: *Así se dice Nivel 3, Verde*
Don Quijote de la Mancha by Miguel de Cervantes or another prominent literary work

Supplemental Materials: *Así se dice Nivel 3, Verde* workbook, Thisislanguage.com, prominent Latino films

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework/ Participation	20%
Minor Assessments	30%
Major Assessments *Three per marking period	50%

**Course Standards Key:
New Jersey Student Learning Standards (NJSLs 2020)
World Languages**

Language Target Level: Intermediate-Mid (Units 1-2) and Intermediate-High (Units 3-4) Level Learner:

- *Intermediate-Mid:* understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: 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.
- *Intermediate-High:* Students understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Communication Strands:

- 7.1.IM.IPRET. = Interpretive Mode
- 7.1.IM.IPERS. = Interpersonal Mode
- 7.1.IM.PRSNT. = Presentational Mode

2020 Intermediate Mid Standards

Interpretive Mode

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize 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.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.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.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

2020 Intermediate High Standards

Interpretive Mode:

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal Mode :

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode:

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

**2020 Career Ready Practices
NJSL 9.1**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

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Spanish 4 Honors

Unit 1
El medio ambiente y la política
Environment and Politics

Updated: August 2020

[New Jersey Student Learning Standards](#)

Unit Summary:

Students will become familiar with environmental issues and how they are related to politics.

Unit Overview:

In this unit, students will be able to discuss the environment and how politics can impact the global environment. They will learn about how we can improve and conserve our natural resources, how politics and policies can help to take care of our natural surroundings, and will be able to compare initiatives to help our environment in Spanish speaking countries and the United States. They will discuss texts or documents about government involvement with the environment, critique it, and express their opinion. Additionally, students will explore initiatives to improve the environment in Spanish speaking countries.

	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● We are all responsible to take care of our environment. ● How we can protect the environment ● How politics and law can help in this mission. ● How do environmental perspectives in Spanish speaking countries compare to the United States. ● Recognize what types of initiatives have been implemented to protect the environment.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Descriptors:</u></p> <ul style="list-style-type: none"> ● I can understand the main idea and key information in short straightforward informational/ fictional texts and conversations. ● I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. ● I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. ● I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. ● I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. ● I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> ● I can identify and describe the problems our environment is facing. ● I can identify and describe different ways politics can help with these problems. ● I can give opinions about different solutions. ● I can explain why various environmental initiatives are important ● I can compare and contrast different solutions that have been done in different parts of the world. ● I can propose an initiative we can do in our community.

	<ul style="list-style-type: none"> ● I can navigate the web and find support for my initiative to help our community. ● I can implement my initiative in our community.
<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8 Interpersonal: 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5 Presentational: 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)</p>	<p>Performance Level: Intermediate-Mid</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p>Performance Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p>Authentic Resource (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● Students will listen to a video clip and read an article about environmental conservation efforts <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will partake in an interview with the teacher about what they would do and what they will do about their future conservation habits and routines. <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will develop or research a plan and present it to the class ● Partake in a Q&A segment of the presentation

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● Use of verb gustar, encantar, interesar and aburrir ● Use the verb to be (ser/estar) ● Use the verb to know (saber/conocer) ● Use future and conditional ● Usted/ustedes commands with subjunctive forms <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Nature and earth ● Environmental problems and concerns ● Climate change and weather phenomena ● Political impact with the environment ● Political/government vocabulary ● Renewable energy initiatives
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to videos (this is language) about the environment and answer questions ● Read and discuss infographics about the environment and answer questions ● Read and discuss various articles about the environment and answer questions ● Research and discuss various environmental initiatives in Spanish speaking countries ● Match the environment problem and the country. ● Listen to sentences describing environments situation and draw what you hear ● Web page of Spanish speaking country government and investigate various environmental initiatives ● Watch a documentary about various environmental initiatives <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll the class about their favorite initiative on how to preserve the environment. ● Comment how politics can help to implement initiatives in relation with environment ● Interview a partner about their favorite environmental initiatives ● Interview a partner about their recycling habits and environmental conscientiousness ● Discuss in small groups what they do to help the environment <p>Presentational:</p> <ul style="list-style-type: none"> ● Look at two programs how Spanish speaking countries and the United State approach environmental issues. Compare and contrast the two approaches. ● Record a commercial promoting the conservation of the environmental on FlipGrid ● Share information you have learned in jigsaw activity (this is language) with classmates ● Write paragraphs or short essays about environmental problems and solutions

	<ul style="list-style-type: none"> Write a song promoting the care of the environment.
<u>Instructional Strategies and Resources:</u>	https://www.bhprsd.org/Page/3193
<i>Possible modifications and accommodations</i>	
Interdisciplinary Connections:	<p>History - Political decisions that have impacted the environment Science: Talk how chemistry product damage our environment Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguage.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com, GimKit English - writing and reading critiques</p>
<u>Career Ready Practices</u>	<p>NJ Career Ready Practices CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12</p>
Technology Standards	<p>NJ Standards 8.1.12.A.1 8.1.12.A.2</p>

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Spanish 4 Honors
Unit 2
La salud y la rutina diaria
Health and Daily Routines

Updated: August 2020

[New Jersey Student Learning Standards](#)

Unit Summary:

Students will discuss daily routines and healthy habits.

Unit Overview:

In this unit, students will review how to express daily routines along with the subjunctive mood. They will be able to talk about the importance of exercise and other healthy activities. Students will feel comfortable speaking to a health professional about many health conditions or minor accidents they or someone else may have encountered in the target language. Students will also compare and contrast health problems and solutions. They will debate standards of beauty, and what are healthy choices in food and lifestyle. They will create documents in the target language explaining do's and don'ts for proper nutrition, fitness, and health.

Enduring Understandings:

- Good health, diet, and exercise are important for healthy living.
- Obesity and other eating disorders, and self-image issues are a major world concern.

	<ul style="list-style-type: none"> • Modern methods of food production and fast-paced lives have contributed to people's poor nutrition choices. • Physical activity is a concern of all people. • Daily routines and schedules may vary from one culture to another • How can I describe my daily routine? • How has my routine changed throughout my life? • Looking for cognates and loanwords, watching the speaker, and looking at visuals help me to better understand.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Descriptors:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can discuss one's daily routine • I can identify and describe common health ailments and illnesses. • I can ask and answer questions about how one is feeling • I can make suggestions about a healthy lifestyle (imperative, subjunctive) • I can give advice about how to be healthier or what to do when one is ill. • I can give opinions about health/food/fitness • I can warn a person to follow a healthy lifestyle • I can compare and/or contrast healthcare in different countries • I can describe symptoms in order to obtain health care/ receive treatment

<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: 7.1.IH.IPRET.1, 7.1.IH.IPRET.2, 7.1.IH.IPRET.3, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5, 7.1.IH.IPRET.6, 7.1.IH.IPRET.7, 7.1.IH.IPRET.8 Interpersonal: 7.1.IH.IPERS.1, 7.1.IH.IPERS.2, 7.1.IH.IPERS.3, 7.1.IH.IPERS.4, 7.1.IH.IPERS.5, 7.1.IH.IPERS.6 Presentational: 7.1.IH.PRSNT.1, 7.1.IH.PRSNT.2, 7.1.IH.PRSNT.3, 7.1.IH.PRSNT.4, 7.1.IH.PRSNT.5, 7.1.IH.PRSNT.6</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)</p>	<p>Performance Level: Intermediate-Mid</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p>Performance Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* ACTFL Appendix D template is useful for creating Interpretive activities.</p>	<p>Authentic Resource (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> • Students will use an infographic on the importance of exercise and staying in shape to make inferences about it. Students will also listen to a dialogue between a doctor and patient and answer comprehension questions. <p>Interpersonal Task Overview (written and oral):</p> <ul style="list-style-type: none"> • Students will partake in a role-play scenario with the teacher including various daily routine prompts for an exchange student <p>Presentational Task Overview (written or oral): May include:</p> <ul style="list-style-type: none"> • Students will make a video about their daily routine, the daily routine of their favorite celebrity and the daily routine of both the student and celebrity together in the “we”. They will compare and contrast their daily routine with that of their celebrity of choice. • Teacher will show student a picture of different scenarios and student will suggest possible solutions using impersonal expressions and the subjunctive mood

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● General grammar use of past, present, future, and conditional tenses. ● Subjunctive mood with emphasis on impersonal expressions ● Preferences ● Asking/Answering questions ● Requesting help ● Giving advice ● Focus on intermediate level text type <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Body parts vocabulary ● Health vocabulary ● Daily Routine Vocabulary ● Question words ● Transition words & cohesive devices
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read infographics about health and answer questions/ make comparisons ● Watch Youtube videos about healthy habits on EdPuzzle and complete activities ● Read/watch text/video about an accidents and complete comprehension guides <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Give suggestions by using the subjunctive ● Problem solve wellness issues ● Interview a partner about their preferences ● Brainstorm in small groups suggestions using impersonal expressions to common wellness problems <p>Presentational:</p> <ul style="list-style-type: none"> ● Record a video about your daily routine ● Interview a classmate and write a journal entry about his or her daily routine ● Make a storyboard about you and your family's daily routine ● Compile pictures in an album and record a video using only pictures to talk about your daily routine, the daily routine of your favorite celebrity and compare and contrast both of your daily routines together.
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>

Interdisciplinary Connections:	English - conducting an interview Health - good nutrition, exercise, medical conditions, parts of the body Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguage.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com, GimKit
<u>Career Ready Practices</u>	NJ Career Ready Practices CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12
Technology Standards	NJ Standards 8.1.12.A.1

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

**Spanish 4 Honors
Unit 3**

La Literatura

Updated: August 2020

[New Jersey 2020 World Language Student Learning Standards](#)

Unit Summary:

Students will interpret various texts and literary works in the Spanish language

Unit Overview:

In this unit, students will read and analyze hispanic works of literature with great cultural significance, such as the novel *Don Quijote de la Mancha* by Miguel de Cervantes or other classical works. Students will explore the themes of truth, justice, love, morality and adventure. Throughout the novel they will watch visual representations of the text and compare them to the book as well as examine their own lives and experiences.

Enduring Understandings:

- Culture of through literary works
- Regions and history of Spanish speaking countries
- Exposure to different genres of literature

	<ul style="list-style-type: none"> ● Exposure to prominent authors and works ● Implications of race, culture, classism in various time periods
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> ● I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. ● I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. ● I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions ● I can speak using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames to: <ul style="list-style-type: none"> ○ exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, ○ interact with others to meet my needs in a variety of situations, sometimes involving a complication ○ explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched ● I can communicate using a few short paragraphs, often across various time frames, to: <ul style="list-style-type: none"> ○ tell stories about school and community events and personal experiences ○ state my viewpoint on familiar or researched topics and provide reasons to support it ○ give detailed presentations on a variety of familiar topics and some concrete topics I have researched <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> ● I can identify and describe the setting, plot, and characters of a story. ● I can identify and discuss symbolism in a novel ● I can identify and discuss the themes of a novel ● I can describe what happened in a novel ● I can predict what might happen in a novel ● I can infer the meaning of words based on their context ● I can compare and contrast various aspects of the novel ● I can give opinions about various aspects of the novel
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	

	<p>Interpretive: 7.1.IH.IPRET.1, 7.1.IH.IPRET.2, 7.1.IH.IPRET.3, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5, 7.1.IH.IPRET.7, 7.1.IH.IPRET..8</p> <p>Interpersonal: 7.1.IH. IPERS.3, 7.1.IH.IPERS.4, 7.1.IH.IPERS.5, 7.1.IH.IPERS.6</p> <p>Presentational: 7.1.IH.PRSNT.2, 7.1.IH.PRSNT.3, 7.1.IH.PRSNT.4, 7.1.IH.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p> <p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p>Performance Level: Intermediate-High</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● Students will read articles about the importance and impact of literary works and complete comprehension guide <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will discuss various characters in the novel, and their perspectives on their symbolism and importance in the novel <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will write an essay analyzing a theme in literary works

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● compound tenses with <i>haber</i> ● subjunctive expressions with emotions <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● structure of a novel ● vocabulary specific to novel
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read a short biography of the writer and answer questions ● Listen to excerpts from the novel ● Match quotes with pictures from novel ● Put events in order ● Read chapters in small groups and discuss events ● Answer true/false questions about novel and justify your answer ● Complete exercises using vocabulary words in the context of the story ● Talk a Mile a Minute with vocabulary words <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll your classmates about what they want to be when they grow up ● Discuss with a partner the differences of being an adult and a child ● Ask a partner who their favorite character is and why ● Poll the class about which character they prefer and why ● Discuss with a partner what you would do if you were each character <p>Presentational:</p> <ul style="list-style-type: none"> ● Read chapters out loud in small groups ● Illustrate quotes from the novel ● Act out parts of novel for the class ● Record a FlipGrid video with your reactions from the novel ● Write short Tweets from the perspective of the characters in the novel ● Analyze one character with a small group and present to the class
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<p>English: parts of a novel, analyze plot, recurring themes etc. History: Tradition and customs of 16th Century Spain, other applicable regions and times Geography: Maps of Spanish speaking country Culinary: The difference of food across cultures</p>

	Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark
Career Ready Practices	NJ Career Ready Practices CRP2, CRP4, CRP6, CRP8, CRP9
Technology Standards	NJ Standards 8.1.12.A.1, 8.1.12.A.2

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

Spanish 4 Honors
Unit 4

El Cine Hispano

Updated: August 2020

[New Jersey Student Learning Standards](#)

Unit Summary:

Students will view and analyze two hispanic films. Students will learn vocabulary relevant to each film and employ grammatical structures for sharing opinions and discussing the films.

Unit Overview:

In this unit, students will watch and analyze two hispanic films, one from Spain and one from Latin America. Suggested titles include:

- *Don Quijote de la Mancha*
- *El laberinto del fauno*
- *Diarios de motocicleta*
- *Maria llena de gracia*
- *La misma luna*
- *Mar adentro*
- *El carro*
- *Hijo de la novia*
- *Los 33*
- *Roma*
- *La casa de los espíritus*
- *Chef*
- *other relevant hispanic films*

	<p>Students will analyze the characters, plot and themes throughout the two films. They will also debate and decide who in the community is responsible for certain consequences in this film.</p> <p>Enduring Understandings may include:</p> <ul style="list-style-type: none"> ● Loyalty is an attribute that plays an important part in our lives and in our relationships ● Fantasy and imagination play a powerful role during dark times ● Prominent historical figure Che Guevara's true-life motorcycle trip inspired his life calling ● Historical events in the Spanish speaking world such as Chilean miners being trapped underground ● The impact of drug trafficking on the lives of South American communities ● Are we responsible for others in our community? ● Accepting others in spite of their differences can be a life lesson. ● What is family, and how far do we go for our family members? ● What is the definition of community and our roles in helping our community members. ● The role of domestic workers as members of the family
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Descriptors:</u></p> <ul style="list-style-type: none"> ● I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. ● I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. ● I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions ● I can speak using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames to: <ul style="list-style-type: none"> ○ exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, ○ interact with others to meet my needs in a variety of situations, sometimes involving a complication ○ explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched ● I can communicate using a few short paragraphs, often across various time frames, to: <ul style="list-style-type: none"> ○ tell stories about school and community events and personal experiences ○ state my viewpoint on familiar or researched topics and provide reasons to support it ○ give detailed presentations on a variety of familiar topics and some concrete topics I have researched <p><u>Bloom's and the World Language Classroom:</u></p>

	<p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> ● I can identify and describe the setting, plot, and characters of a film. ● I can identify and discuss symbolism in a film ● I can identify and discuss the themes of a novel and a film ● I can describe what happened in a film ● I can predict what might happen in a film ● I can infer the meaning of words based on their context ● I can compare and contrast various aspects of the film ● I can give opinions about various aspects of the film ● I can describe and discuss characters and their development in the film and novel ● I can debate and discuss the outcomes of the films
<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: 7.1.IH.IPRET.1, 7.1.IH.IPRET.2, 7.1.IH.IPRET.3, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5, 7.1.IH.IPRET.7, 7.1.IH.IPRET.8 Interpersonal: 7.1.IH.IPERS.3, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5, 7.1.IH.IPRET.6 Presentational: 7.1.IH.PRSNT.2, 7.1.IH.IPRET.3, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High. Intermediate Low/ Mid/ High</p> <p>Proficiency Benchmarks (ACTFL)</p>	<p>Performance Level: Intermediate-High</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

<p>Performance Assessments: <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p>Authentic Resource (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● Students will watch the film and complete a comprehension guide ● Watch a clip related to the class movie and answer questions ● Put events in order from the film clip ● Read a passage related to the clip and answer questions ● Answer true/false questions about the clip and justify your answer <p>Interpersonal Task Overview (oral):</p> <ul style="list-style-type: none"> ● Students will converse with the instructor about different aspects of the film including <ul style="list-style-type: none"> ○ various characters in the film and their roles in their families as well as their community ○ themes, plot and outcomes of the films. ○ discussing reading passages ○ life and times of historical figures and or actors <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will write an essay on a major aspect of the film or respond to a picture prompt
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● Review of present, past, future and conditional ● Past subjunctive of ser, tener, and poder, to be used with the conditional ● Opinions using impersonal expressions and present subjunctive <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● structure of a novel / film ● vocabulary specific to the film ● expressions of opinion
<p>Formative Practice and Assessments:</p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read parallel literature including articles, essays, non-fictional works, and/or autobiographies which will enrich their understanding of the film's context. Examples include: <ul style="list-style-type: none"> ○ Historical essays about the Franco dictatorship of Spain ○ Information about Che Guevara's accomplishments ○ Passages and essays detailing daily life in Cuba ○ Biographies of actors and historical figures ● Read and discuss movie reviews and blogs from the film ● Read and discuss film summaries

	<ul style="list-style-type: none"> ● Answer true/false questions about the films and justify your answer ● Complete exercises using vocabulary words in the context of the film ● Read and discuss Movie posters and summaries ● Put events in order <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll your classmates about who is their most favorite/least favorite character in the films ● Discuss with a partner the events of the segment and their reactions ● Poll classmates about what they think will happen next in the film ● Discuss with group each of the key players and what their role is in the family ● In groups, prepare a response to teacher directed questions <p>Presentational:</p> <ul style="list-style-type: none"> ● Prepare a short biography of one of the actors in the film ● Record a FlipGrid to answer a thought provoking question from the film ● Analyze one character with a small group and present to the class ● Write summaries of segments of the film ● Prepare a different ending to the film and share with the class ● Write a movie review
<p><u>Instructional Strategies and Resources:</u> <i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<p>English: parts of a film, character analysis History: Spain 1939 to 1975 Franco dictatorship, Chile, Cuba, Mexico, Argentina Sociology: family, community Culinary: Cuisines of Latin America Science: weather, agriculture Geography: Spain, South America, Central America, Caribbean Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark</p>
<p><u>Career Ready Practices</u></p>	<p><u>NJ Career Ready Practices:</u> CRP2, CRP4, CRP6, CRP8, CRP11, CRP12</p>
<p>Technology Standards</p>	<p><u>NJ Standards</u> 8.1.12.A.1 8.1.12.A.2</p>