

SPANISH IV HONORS

Prepared by:

Griselda Valdeón

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on Date August 22, 2022

Spanish IV Honors

Course Description:

Students will be exposed in a more in-depth manner to the geography, history and rich cultures of the vast Spanish-speaking world. Through their coursework they will continue to expand their use of higher-level vocabulary as they acquire a knowledge base of more advanced grammatical structures while they read, write and discuss topics presented in class. Newspapers, magazines, online resources, and selected literary works will serve as source material in conjunction with the basal text. The primary focus of this class is to increase the students' ability to communicate in Spanish with ease and confidence as they grow in understanding of the perspectives, practices and products that represent the unique contribution of Hispanics to world culture.

Suggested Course Sequence:

Unit 1: Trabajo y comunidad (5 weeks)

Unit 2: Mes de la Herencia Hispana (2 weeks)

Unit 3: ¿Qué nos traerá el futuro? (7 weeks)

Unit 4: ¿Mito o realidad? (7 weeks)

Unit 5: Encuentro de culturas (7 weeks)

Unit 6: Cuidemos nuestro planeta (6 weeks)

Prerequisite: Spanish III

Content Area: Spanish IV Honors
Unit Title: Unit 1: Trabajo y comunidad
Grade Level: 11 th and 12 th
Core Ideas: Upon completion of this chapter, students will be able to communicate about skills and qualities needed on the job, talk about job-seeking skills, including interviewing techniques and talk about volunteer work and community organizations. In this chapter, students will read contributions from the Spanish-speaking community in the United States, give a campaign speech, and write a letter of introduction to a prospective employer. Students will review present, present progressive and reflexives tenses from previous years and will explore present perfect and demonstrative adjectives.

Performance Expectations (NJSL)	
Standards	
CPI#: New Jersey Students Learning Standards (NJSL)	
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.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.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.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.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
N.J.S.A. 18 A 52:16A-88	Holocaust Law: Students will read <i>Family Pictures/Cuadros de Familia</i> written and illustrated by Carmen Lomas Garza, a Mexican-American narrative artist who creates images about everyday events in the lives of Mexican-Americans based on her memories and experiences in Texas and California. The paintings and stories reflect a strong sense of family and community as well as culture and diversity. The images celebrate and appreciate Mexican-American culture, community and daily jobs. Students will be able to understand another culture and perspectives in an environment of respect and acceptance.
N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: Students will explore jobs that can be performed by people with disabilities and professions that help people with disabilities, such as: physical and occupational therapists, speech-therapists, etc.

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one's role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connections

English
Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Social Studies

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

Unit Essential Question(s):

- What is your dream job?
- What skills and qualities are required to perform your dream job?
- How would you prepare for your dream job? • What are the benefits of speaking a second language and how would it help you in your career?
 - What are some jobs performed by teenagers? • What are the differences in teen work in the United States and Spanish-speaking countries?
- What are the best jobs for people with disabilities?
- What are some professions that help people with disabilities?
- Who are some influential Hispanics in the workforce?
- What are some community service opportunities in your area?
- What tenses would be used in Spanish to write a cover letter or to send an email to an employer?

Unit Enduring Understandings:

- Students will discuss in the target language different professions and occupations and will also discuss the qualities needed for different careers.
- Students will brainstorm and exchange ideas about the career benefits of speaking a second language.
- Students will explore jobs performed by teens in the United States and opportunities in Spanish speaking countries.
- Students will realize that there are many professions and occupations that help people with disabilities and there are also many job opportunities for people with different disabilities.
- Students will utilize proper grammar and vocabulary for job interviews in the target language and writing cover letters.

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Test
- Cultural readings/questions
- Paragraphs
- Oral Presentation
- Individual Project
- Writing assignment

Alternative Assessments:

Online or printed quizzes and tests

<p>Resources/Materials: Textbook, Auténtico 3 Audio and video programs Pearson: online textbook YouTube: cultural videos Slides presentations Google Chrome Google Forms Chrome books Authentic materials from different sources Online educational games: Kahoot, Quizziz, Gimkit, Blooket Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)</p>	<p>Key Vocabulary: Vocabulary related to work, professions, community and adjectives to describe a person’s abilities.</p>
--	--

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Trabajo y comunidad	<ul style="list-style-type: none"> ❖ Students will be able to talk and write about volunteer jobs ❖ Students will be able to listen to and read about job interviews and classified ads. ❖ Students will be able to read, listen, and understand information about getting a job, skills and abilities needed to perform a job, interviewing techniques 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity • Comprehension questions • Writing sentences with regular and irregular present-tense verbs • Asking and responding questions with a partner using interrogative words and present tense verbs. • Present perfect • Pluperfect • Vocabulary and grammar quizzes 	2 weeks

30 obras buenas en 30 dias.	<ul style="list-style-type: none"> ❖ Students will be able to read, listen and understand information about volunteer work opportunities in their community ❖ Students will be able to read and write about helping people in need ❖ Students will be able to discuss what can be done to help their community 	<ul style="list-style-type: none"> • Reading/listening activities • Writing sentences • Present perfect subjunctive • Demonstrative adjectives • Vocabulary and grammar quizzes 	2 weeks
Unit Review	<ul style="list-style-type: none"> ❖ Students will be able to write an email to apply for a job ❖ Students will be able to use context clues to find meaning to unfamiliar words. 	<ul style="list-style-type: none"> • Interactive stories with images and audio • Listening, reading, writing, and communication activities. • Online activities • Unit test 	1 week

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
---	--	--	--	---

Content Area: Spanish IV Honors
Unit Title: Unit 2: Mes de la Hispanidad (Hispanic Heritage Month)
Grade Level: 11 th and 12 th
Core Ideas: Hispanic Heritage Month project that will incorporate Spanish grammar and vocabulary and will praise the contributions of influential Hispanics in society. Famous Hispanics to be researched will be from diverse backgrounds, such as artists, painters, athletes, singers, and social activists, Hispanics with disabilities, Afro Latinos, and from the LGBT community.

Performance Expectations (NJSLs)	
Standards	
CPI#: New Jersey Students Learning Standards (NJSLs)	
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.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.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.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.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
N.J.S.A. 18 A 52:16A-88	<u>Amistad Law</u> : During Hispanic Heritage Month, students will research and present information on the impact of Afro Latinos in society by creating a biographical booklet on one of the following influential figures: Mariano Rivera, Roberto Clemente, Carmelo Anthony, Celia Cruz, Julia de Burgos, Zoe Saldana, Rosie Perez, and Laurie Hernandez, Sonia Sotomayor, Ellen Ochoa. Students will explore different professions and occupations using vocabulary learned from previous unit and will be able to describe the influence of Latinos and Afro Latinos in diverse professions and occupations.
N.J.S.A. 18 A 35-4.35	<u>LGBT and Disabilities Law</u> : Students will explore jobs that can be performed by people with disabilities like Sofia Jirau of Puerto Rican origin who is the first Victoria's Secret model with Down syndrome. During Hispanic Heritage Month, students will explore and present information on the impact of influential Latinos with disabilities and from the LGBT community that have impacted society. Students will investigate and create a biographical booklet in the target language highlighting one of the following influential figures: Salma Hayek, Frida Kahlo, Selena Gomez, Diana Romero, Demi Lovato, Jose Feliciano, Ricky Martin, Zoe Saldana, and Sofia Jirau.

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one’s role to promote personal, family, and community well-being
------------------------------------	--

	<ul style="list-style-type: none"> • Evaluating personal, interpersonal, community, and institutional impacts
--	--

Interdisciplinary Connections

English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
-----------------------	---

Social Studies	<p>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.</p>
----------------	---

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What comes to your mind when you think of an Afro Latino person? • What are some of the contributions made by Hispanics/Latinos in the United States? • What is gender and ethnic diversity? • How successful Latinos with disabilities have an impact today? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Ethnic diversity refers to the presence of people from a variety of cultural and ethnic backgrounds or identities. Hispanics contribute to the largest minority group in the United States. Many Hispanics positively contribute to America’s society. • Many Latinos with disabilities have overcome challenges and have positively impacted society through music, art, sports, and movies. Latinos with disabilities are changing society’s standards in the beauty industry.
--	---

--

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities

- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Test
- Cultural readings/questions
- Paragraphs
- Oral Presentation
- Individual Project
- Writing assignment

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
Audio and video programs
Pearson: online textbook
YouTube: cultural videos
Slides presentations
Google Chrome
Google Forms
Chrome books
Authentic materials from different sources
Online educational games: Kahoot, Quizziz, Gimkit, Blooket
Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish

Key Vocabulary:

Vocabulary related to work, professions, community and adjectives to describe a person's abilities.
Vocabulary and adjectives that describe people and professions: cantante, artista, pintor/a, deportista, actor, actriz, trabajador/ra, talentoso/a, artistic/a, exitoso/a, etc.

(www.studyspanish.com)

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Students will be able to explore the lives of influential Latinos	YouTube videos in the target language Reading passages	2
2	❖ Students will be able to identify and apply the uses of “ser” and “estar”	Writing activity to describe influential Latinos using “ser” and “estar” verbs.	1

3	Students will be able to identify and apply the differences between the preterite and imperfect verbs.	Reading and writing using past tense verbs in Spanish.	2
4	Students will be able to create to create a biographical booklet using diverse resources.	Booklet made of construction paper. Information previously written and corrected that includes a brief biography of an influential Latino. Variety of vocabulary and grammar used.	5

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
-----------------------------------	----------------------------------	-------------------------------------	-------------------------	--------------------

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides.
---	--	--	--	---

<p>Content Area: Spanish IV Honors</p>
<p>Unit Title: Unit 3: ¿Qué nos traerá el futuro? (What Will the Future Bring?)</p>
<p>Grade Level: 11th and 12th</p>
<p>Core Ideas: Upon completion of this chapter, students will be able to talk about different professions, discuss plans for the future, talk about developments in technology, and discuss the impact of technology in their lives. Students will also explore the future and future perfect tenses, expressions of probability and certainty that use the future tense and referring to things and people using direct and indirect object pronouns. In this unit students will read about current and future architecture, give an oral description of their school ten years from now and write an essay comparing the present day to the 19th century.</p>

Performance Expectations (NJSLs)	
Standards	
CPI#: New Jersey Students Learning Standards (NJSLs)	
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.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.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.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.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
N.J.S.A. 18 A 35-4.35	<p>LGBT and Disabilities Law: Students will explore jobs that can be performed by people with disabilities and professions that help people with disabilities, such as: physical and occupational therapists, speech-therapists, etc. Students will also explore careers and professions that were traditionally for men or women and how these roles have been changing in the past years. Students will read the story and watch the video of Natali Suarez Pardo, the first woman to win the 2022 National Barbecue Championship of Argentina, a traditional role performed by men.</p> <p>https://www.infobae.com/tendencias/2022/08/14/las-parrillas-hicieron-historia-quien-es-la-primera-mujer-en-ganar-campeonato-federal-del-asado/</p>

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one's role to promote personal, family, and community well-being

• Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connections

English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	<p>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.</p>

Unit Essential Question(s):

- What is your dream job?
- What skills and qualities are required to perform your dream job?
- How would you prepare for your dream job? • What are the benefits of speaking a second language and how would it help you in your career?
 - What are some jobs performed by teenagers? • What are the differences in teen work in the United States and Spanish-speaking countries?
- What are the best jobs for people with disabilities?
- What are some professions that help people with disabilities?
- Who are some influential Hispanics in the workforce?
- What are some traditional male and female careers and how are they changing?
- What are the benefits of technology?

Unit Enduring Understandings:

- Students will discuss in the target language different professions and occupations and will also discuss the qualities needed for different careers.
- Students will brainstorm and exchange ideas about the career benefits of speaking a second language.
- Students will explore jobs performed by teens in the United States and opportunities in Spanish speaking countries.
- Students will realize that there are many professions and occupations that help people with disabilities and there are also many job opportunities for people with different disabilities.
- Students will utilize proper grammar and vocabulary for job interviews in the target language and writing cover letters.

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Test
- Cultural readings/questions
- Paragraphs
- Oral Presentation
- Individual Project
- Writing assignment

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
Audio and video programs
Pearson: online textbook
YouTube: cultural videos
Slides presentations
Google Chrome
Google Forms
Chrome books
Authentic materials from different sources
Online educational games: Kahoot, Quizziz, Gimkit, Blooket
Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com), Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to work, professions, careers, personal qualities, future ideas and actions, careers of the future.

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
¿Qué nos traerá el futuro?	<p>Students will be able to talk about career and professions</p> <p>Students will be able to read and listen to information about careers and professions and necessary qualities for them</p> <p>Students will be able to discuss and compare key facts about Spanish youth and their technology use</p>	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity • Comprehension questions • Writing sentences with regular and irregular present-tense verbs • Asking and responding questions with a partner using interrogative words and present tense verbs. • Present perfect • Pluperfect • Saber vs Conocer • Vocabulary and grammar quizzes for section 1 	3 weeks
Ya vivimos en el futuro	<ul style="list-style-type: none"> ❖ Students will be able to read, listen and understand information about changes in technology ❖ Students will be able to read and write about the impact of technology in our lives <ul style="list-style-type: none"> ❖ Students will be able to compare living situations of college graduates from Spain and the US ❖ Students will be able to explore different time tenses in the future 	<ul style="list-style-type: none"> • Reading/listening activities • Writing sentences • Present perfect subjunctive • Demonstrative adjectives • Vocabulary and grammar quizzes • Future, future of probability, future perfect tense • Uses of direct and indirect object pronouns 	3 weeks

Unit Review	<ul style="list-style-type: none"> ❖ Students will be able read about technology and its applications ❖ Students will be able to discuss future technologies ❖ Students will be able to discuss inventions and predictions <ul style="list-style-type: none"> ❖ Students will be able to compare and contrast different modern buildings ❖ Students will be able to express their opinion about virtual education 	<ul style="list-style-type: none"> • Interactive stories with images and audio • Listening, reading, writing, and communication activities. • Online activities • Unit test 	1 week
-------------	---	---	--------

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
-----------------------------------	----------------------------------	-------------------------------------	-------------------------	--------------------

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
---	--	--	--	---

<p>Content Area: Spanish IV Honors</p>
<p>Unit Title: Unit 4: ¿Mito o realidad? (Myths, legends, and mysterious events)</p>
<p>Grade Level: 11th and 12th</p>

Core Ideas: Upon completion of this chapter, students will be able to use vocabulary related to archeological discoveries and mysteries, description of objects, myths and legends. Students will talk about archeological mysteries, compare myths and legends, from the Spanish-speaking world to those in the United States and appreciate contributions of ancient civilizations. A variety of grammar will be used, including present and present perfect subjunctive after expressions of doubt, uncertainty and disbelief, **and uses of pero and sino.** Students will explore and discover prehispanic civilizations as viewed in the art of Diego Rivera; two wonders of Peru: the Inca Trail and Machu Picchu; contributions of the Mayan and Aztec Civilizations, and mysteries of pre-Columbian civilizations.

Performance Expectations (NJSL)

Standards

CPI#: New Jersey Students Learning Standards (NJSL)

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.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.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.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.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

Career Readiness, Life Literacies, and Key Skills

9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
N.J.S.A. 18 A 52:16A-88	<p>Holocaust Law: Mexican painter Diego Rivera, based his artwork in political and social issues. He had a great interest in his country's history and many of his paintings represented historical elements. These elements honor and preserve cultural heritage of prehispanic civilizations. One of the paintings students will analyze is called "Totonac Civilization" painted in 1950. In this fresco, many elements are expressed such as architecture, food, clothing and people.</p> <p>With technology, students will perform virtual archeological visits to pyramids, temples, and ancient cities of Mesoamerica. They will discover and explore amazing civilizations like the Olmec, Zapotec, Maya, Toltec, Aztec, and Inca and will analyze how these civilizations were affected by the colonizers.</p>

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones

Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one’s role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connections	
English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	<p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>
Visual and Performing Arts	<p>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.</p> <p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>

Unit Essential Question(s):

- What myths or legends are you familiar with? • How were pre-Columbian cities constructed? • How are traditional crafts produced and what purpose do they serve in society?
- Are you familiar with native civilization from North or South America?

Unit Enduring Understandings:

People construct the communities in which they live in different ways, but the physical structures must always meet the needs of the people living in them. The structures reflect environment and cultural attributes. Crafts are products without modern manufacturing techniques and full fill basic purposes in a society.

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Test
- Cultural readings/questions
- Paragraphs
- Oral Presentation
- Individual Project
- Writing assignment

Alternative Assessments:

Online or printed quizzes and tests

<p>Resources/Materials: Textbook, Auténtico 3 Audio and video programs Pearson: online textbook YouTube: cultural videos Slides presentations Google Chrome Google Forms Chrome books Authentic materials from different sources Online educational games: Kahoot, Quizziz, Gimkit, Blooket Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)</p>	<p>Key Vocabulary: Vocabulary related to work, professions, community and adjectives to describe a person's abilities.</p>
--	--

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
¿Mito o realidad?	<ul style="list-style-type: none"> ❖ Students will be able to listen and read about archeology and Pre-Columbian legends ❖ Students will be able to talk and write about mysterious events ❖ Students will be able to use vocabulary related to myths, legends and unexplained phenomena 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity • Comprehension questions • Writing sentences • Asking and responding questions with a partner using interrogative words and present tense verbs. • Vocabulary and grammar quizzes 	3 weeks
¿Mito o realidad?	<ul style="list-style-type: none"> ❖ Students will be able to compare ancient myths with scientific explanations ❖ Students will be able to explore ancient cities using interactive maps ❖ Students will be able to use technology to discover information about Pre-Columbian civilizations. 	<ul style="list-style-type: none"> • Reading/listening activities • Writing sentences • Subjunctive verbs • Vocabulary and grammar quizzes 	3 weeks

Unit Review	<ul style="list-style-type: none"> ❖ Students will be able to compare and contrast Aztec and Mayan empires ❖ Students will be able to use cognates to describe new vocabulary ❖ Students will be able to write a legend about something or someone from the past <ul style="list-style-type: none"> ❖ Students will be able to research and explore Latin American archeological sites such as Teotihuacan in Mexico, Tikal and Machi Picchu in Peru 	<ul style="list-style-type: none"> • Interactive stories with images and audio • Listening, reading, writing, and communication activities. • Videos and audio in the target language • Online activities • Unit test 	1 week
-------------	---	--	--------

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
---	--	--	--	---

Content Area: Spanish IV Honors
Unit Title: Unit 5: Encuentro entre culturas (Exchanges Between Cultures)
Grade Level: 11 th and 12 th

Core Ideas: Upon completion of this chapter, students will be able to describe how different cultures interact, talk about the fusion of cultures in Spain before 1942, and discuss the fusion of different cultures in the Americas. Students will use different strategies for the development of reading, writing and speaking skills and will engage in cultural topics like Spanish missions in California, touristic information about multicultural cities, and indigenous influence in Latin America. Different tenses will be introduced throughout the unit including imperfect subjunctive and conditional.

Performance Expectations (NJSL)

Standards

CPI#: New Jersey Students Learning Standards (NJSL)

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.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.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.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.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

Career Readiness, Life Literacies, and Key Skills

9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
N.J.S.A. 18 A 52:16A-88	Holocaust Law: In this unit, students will learn about the fusion of cultures and religions in Spain before 1492. Christians, Muslims and Jewish had a great influence in architecture and culture. Romans dominated Spain for many years. Also, Muslims invaded and conquered the Iberian Peninsula in the 8 th century. Arabs occupied the Iberian Peninsula from 711 to 1492. After 1492 Christians reconquered the Peninsula and expelled the Muslims. However, the influence of architecture, language and culture shaped what is today known as Spain.
N.J.S.A. 18 A 52:16A-88	Amistad Law: Students will explore the influence of African slaves in Latin American culture during the colonial period. There will be different passages and stories about African heritage and contributions in Latin American food, music, art, and language.

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one’s role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts
------------------------------------	--

Interdisciplinary Connections	
English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	<p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p>6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.</p>

Unit Essential Question(s):

- What role does geography play in the history of a people?
- How does geography affect aspects of culture and life in a country?
- How do modern monarchies function with respect to a change in power?
- How is Spain a good example of the blending of cultures in centuries past to create what we know as the modern nation?
- What cultures are represented in your community?

Unit Enduring Understandings:

By focusing on the geography of Spain and that of our own nation this chapter invites students to understand that geography plays an important role in the development of a nation.

People choose to organize their lives and govern themselves in different manners, but they must attempt to accomplish the same goals on a daily individual basis and on a societal level as a nation.

- Are you interested on learning about other ethnic groups?
- What characteristics make up a culture?

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Test
- Cultural readings/questions
- Paragraphs
- Oral Presentation
- Individual Project
- Writing assignment

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
Audio and video programs
Pearson: online textbook
YouTube: cultural videos
Slides presentations
Google Chrome
Google Forms
Chrome books
Authentic materials from different sources
Online educational games: Kahoot, Quizziz, Gimkit, Blooket
Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com), Spanish Dictionary

Key Vocabulary:

Vocabulary related to cultural exchanges and the fusion of cultures.

(www.spanishdict.com) Study Spanish
 (www.studyspanish.com)

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Encuentro the culturas	<ul style="list-style-type: none"> • Students will be able to identify and apply vocabulary related to cultural exchanges • Students will be able to listen and read about different cultures in Spain • Students will be able to explore the history of Spain • Students will compare and contrast the culture of Spain with the culture of the United States 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity • Reading activity • Comprehension questions • Writing sentences • Conditional verb • Vocabulary and grammar quizzes 	2 weeks
Encuentro de culturas	<ul style="list-style-type: none"> ❖ Students will be able to read, listen and understand information about volunteer indigenous cultures ❖ Students will discuss the cultural fusion of Spaniards, Indigenous and African people In Latin America ❖ Students will explore the influences of African heritage in Latin American food. 	<ul style="list-style-type: none"> • Reading/listening activities • Writing sentences • Present perfect subjunctive • Demonstrative adjectives • Vocabulary and grammar quizzes 	2 weeks
Paseos por la historia de Mexico	<ul style="list-style-type: none"> ❖ Students will be able to explore the encounter of two worlds in Mexico ❖ Students will be able to compare and contrast Spanish and indigenous cultures from Spain 	<ul style="list-style-type: none"> • Interactive stories with images and audio • Listening, reading, writing, and communication activities. • Venn diagram • T-charts • Online activities 	2 week
Review	<ul style="list-style-type: none"> ❖ Students will be able to incorporate new vocabulary and grammar ❖ Students will be able to make connections with other subjects to further understand the fusion of cultures in Latin America 	<ul style="list-style-type: none"> • Reading activities • Writing activities • Videos • Unit test 	

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Bloocket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508Students
<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and

orally.				orally.
---------	--	--	--	---------

Content Area: Spanish IV Honors	
Unit Title: Unit 6: Cuidemos nuestro planeta (Let's Take Care of Our Planet)	
Grade Level: 11 th and 12 th	
<p>Core Ideas: Upon completion of this unit, students will be able to talk about environmental problems, discuss measures to protect the environment, conserve natural resources, and talk about wildlife habitats and species in danger. Students will read about endangered species in the Galapagos Islands, ecotourism in Costa Rica, and traffic restrictions in Chile. Students will compare environmental problems in the U.S. and Latin America and come up with solutions and suggestions. In addition, students will review grammatical rules for relative pronouns, definite articles, subjunctive and indicative.</p>	
Performance Expectations (NJSL)	
Standards	
CPI#: New Jersey Students Learning Standards (NJSL)	
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.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.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.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.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: Students will watch a video and read about Greta Thunberg, young environmental activist who has delivered speeches in Climate Action in the United Nations and she has inspired people around the world. She was diagnosed with Asperger syndrome, OCD and selective mutism. The reason that she has inspired so many people is because she has overcome obstacles and has been open about her ASD diagnosis.
-----------------------	---

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation

	<ul style="list-style-type: none"> • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one's role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connections

English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Life Science	<p>HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce</p> <p>HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What can you do to take care of the environment? • How would you start a campaign to clean up your community? • What are some recycling programs in your community? • What is the role of ecotourism in Costa Rica and other Latin American nations? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students have a very important roles for taking care of the environment as they can make small changes to protect it. • There are many opportunities for young people to start a campaign to clean up their community. • Ecotourism plays an important role in Costa Rica and many other countries because it preserves the environment and at the same time provides economic resources to the community.

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments

- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Test
- Cultural readings/questions
- Paragraphs
- Oral Presentation
- Individual Project
- Writing assignment

Alternative Assessments:

Online or printed quizzes and tests

<p>Resources/Materials: Textbook, Auténtico 3 Audio and video programs Pearson: online textbook YouTube: cultural videos Slides presentations Google Chrome Google Forms Chrome books Authentic materials from different sources Online educational games: Kahoot, Quizziz, Gimkit, Blooket Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)</p>	<p>Key Vocabulary: Vocabulary related to pollution, natural resources, animals, the environment.</p>
--	--

--

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>Cuidemos nuestro planeta</p>	<ul style="list-style-type: none"> • Students will be able to listen and read about pollution and other environmental issues • Students will be able to talk and write about environmental problems and solutions • Students will be able to use cognates to talk about environmental issues 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity • Reading activity • Comprehension questions • Writing sentences • Conjunctions used with the subjunctive and indicative tenses • Vocabulary and grammar quizzes 	<p>3 weeks</p>

<p>La feria de ciencias</p>	<ul style="list-style-type: none"> • Students will be able to read, listen to and understand information about environmental issues and endangered species. • Students will be able to read and learn about the endangered species about the Galapagos. 	<ul style="list-style-type: none"> • Reading/listening activities • Writing sentences • Videos • Vocabulary and grammar quizzes 	<p>2 weeks</p>
-----------------------------	---	---	----------------

Review	<ul style="list-style-type: none"> • Students will be able to apply background knowledge and current information to compare and contrast environmental issues in the United States and Latin American countries. • Students will provide ideas and solutions for environmental issues 	<ul style="list-style-type: none"> • Interactive stories with images and audio • Listening, reading, writing, and communication activities. • Venn diagram • T-charts • Online activities 	1 week
Review	<ul style="list-style-type: none"> ❖ Students will be able to incorporate new vocabulary and grammar ❖ Students will be able to make connections with other subjects to further understand the fusion of cultures in Latin America 	<ul style="list-style-type: none"> • Reading activities • Writing activities • Videos • Unit test 	

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509Students
<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes.

<p>-Preferential seating to be mutually determined by the student and teacher.</p> <p>-Extra textbooks for home.</p> <p>-Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides</p> <p>-Give instructions in writing and orally.</p>			<p>-Assist student with long and short term planning of assignments.</p> <p>-Provide regular parent/ school communication.</p>	<p>-Preferential seating to be mutually determined by the student and teacher.</p> <p>-Extra textbooks for home.</p> <p>-Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides</p> <p>-Give instructions in writing and orally.</p>
---	--	--	--	---