

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

HONORS SPANISH 4

Grade Level: 11-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 28, 2017

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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HONORS SPANISH IV

COURSE PHILOSOPHY

The experiences in *Honors Spanish IV* will allow students to gain perspectives on the world and the contemporary life of different cultures. These perspectives will aid in expanding an awareness of the Spanish-speaking world and foster respect for cultural diversity while appreciating, respecting, and embracing diversity. Furthermore, the use of technology will deepen their perspective of the global society in which the use of a second language is imperative to all 21st century careers.

COURSE DESCRIPTION

Honors Spanish IV will help students develop an understanding of how the world is organized and interconnected. It is designed to develop and refine the four communicative skills in the Spanish language as students discuss family, health, art, public figures, ecosystems, and education within Spanish-speaking countries and how they relate to the United States. Through the study of current and past issues, students will make connections, comparisons, and develop a deeper understanding of their own language and culture and those of other communities. Students will develop the necessary skills to interpret and communicate in Spanish in both their educational and personal life.

COURSE SUMMARY

COURSE GOALS

CG1: Students will utilize interpretive, interpersonal, and presentational modes of communication to communicate extemporaneously with native and non-native Spanish speakers.
CG2: Students will analyze and connect their own culture to those of Spanish-speaking countries in order to establish global consciousness.

COURSE ENDURING UNDERSTANDINGS

CEU1: Mastering complex language structures facilitates authentic communication.

CEU2: Analyzing and comparing other cultures to their own is essential to developing respect for cultural diversity and global consciousness.

CEU3: Communication in another language is integral in today's diverse and evolving world.

COURSE ESSENTIAL QUESTIONS

CEQ1 : Why does grammar matter?

CEQ2: Why do cultures other than my own matter?

CEQ3: Why does knowing a second language matter?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
<u>Unit 1: Global Citizenship</u>	Students will analyze the role of family in a local community and its impact on the larger world community.	5-7 weeks
<u>Unit 2: Health and Medicine</u>	Students will effectively examine the diverse issues related to healthcare in the regions of the Spanish-speaking world, proposing possible solutions to specific problems, where resources may or may not be available.	4-6 weeks
<u>Unit 3: Art and Culture</u>	Students will analyze how art and cultural trends are influenced by individuals and historical events.	4-6 weeks
<u>Unit 4: Influential Public Figures</u>	Students will evaluate the impact that political figures and social activists from Spanish-speaking countries, have on society, culture, and beliefs.	6-7 weeks
<u>Unit 5: The Ecosystem</u>	Students will evaluate the extent to which humans impact the ecosystem, proposing possible solutions to current problems.	3-5 weeks
<u>Unit 6: Education and Careers</u>	Students will compare and contrast contemporary educational challenges in Spanish-speaking countries and the United States, proposing possible solutions to current problems.	2 -3 weeks

UNIT 1 : GLOBAL CITIZENSHIP

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze the role of family in a local community and its impact on the larger world community.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information.
3	In the target language, the student can: <ul style="list-style-type: none"> ● explain the different family structures and the role they play in a community; ● use grammatical structures to communicate in an improvised manner; ● develop programs that will benefit families and communities; ● critique an author’s purpose for explaining values and beliefs in a family.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: The definition of family is constantly evolving.	EQ1: What is a family?
EU2: Mastering complex language structures facilitates authentic communication.	EQ2: How does correct grammar usage help convey your point to the listener?
EU3: Families can contribute to their local and global community.	EQ3: Why is it so important for families to become responsible citizens in the local and global community?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 EU 1-3 EQ 1-3 7.1.IM.A.1, 8 7.1.IM.B.5 7.1.IM.C.5 RST.11-12.1, 9 WHST.11-12.9 DOK 4	<p>Option 1: Students will role-play as host, guests, etc. in a talk show. They will prepare written interview questions to ask their guests about what defines a family, modern changes in family structure, roles of each member in the family, and how these changes have affected the family and the community throughout Spanish-speaking countries. Within the interview, students will discuss how Spanish-speaking countries organize community outreach programs and how these outreach programs could be implemented in other Spanish-speaking countries.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>¿Qué ha causado que la estructura de la familia haya cambiado?</i> ● <i>¿Cuáles son los papeles que asumen los miembros de una familia hispana?</i> ● <i>¿Cómo los cambios de la estructura de la familia han afectado a la comunidad? ¿Han sido beneficiosos o no?</i> ● <i>¿Cómo los programas de la comunidad se pueden implementar en otros países?</i>
LG 1 EU 1-3 EQ 1-3 7.1.IM.A.1, 8 7.1.IM.B.5 7.1.IM.C.5 RST.11-12.1, 9 WHST.11-12.9 DOK 4	<p>Option 2: Students will present a proposal to a panel of experts on how they can help a Spanish-speaking country of their choice on an issue that affects families and communities. They have to convince the members of the panel that their proposal is the best in resolving the problem. Community services will include, but are not limited to, potable water, pollution, education, food, and medical services. Students will prepare a written proposal and then present it orally to the panel.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>¿Cuál es tu plan de acción?</i> ● <i>¿Cómo tu idea beneficiará a los miembros de la comunidad?</i> ● <i>¿De dónde saldrán los fondos para el proyecto?</i> ● <i>¿Qué proceso llevarás a cabo para contratar voluntarios, doctores o profesores?</i>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Grammar present tense <i>preterite vs imperfect tenses</i> present subjunctive (nominal, adjectival, and adverbial clauses)</p> <p>Culture family structures volunteer work global citizenship</p> <p>Literature <i>Nada menos que todo un hombre</i> by Miguel de Unamuno <i>Como agua para chocolate</i> by Laura Esquivel <i>La casa de Bernarda Alba</i> by Federico Garcia Lorca</p> <p>Communication Skills formal and informal email writing</p>	<p>Identify the author’s purpose and explain how it affects our view on family (DOK 2)</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p>
	<p>Analyze different sources of information (may include but not limited to graphs, podcasts, blogs, articles) to infer meaning (DOK 2)</p>	<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>
	<p>Describe and provide examples how volunteer work helps a community (DOK 2)</p> <p>Engage in meaningful dialogues and/or debates applying language and content knowledge (DOK 3)</p>	<p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>
	<p>Explain how family structures in the Spanish-speaking world have changed over time and compare it with your own (DOK 3)</p>	<p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.</p>
	<p>Support ideas with details and examples presented in multiple sources (DOK 2)</p>	<p>RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p>
	<p>Compile information from multiple sources to address topics related to the family, volunteer work, and global community (DOK 2)</p>	<p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
	<p>Formulate conclusions from complex texts (DOK 3)</p>	<p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT 2: HEALTH AND MEDICINE

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will effectively examine the diverse issues related to healthcare in the regions of the Spanish-speaking world, proposing possible solutions to specific problems, where resources may or may not be available.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information.
3	In the target language, the student can: <ul style="list-style-type: none"> ● formulate conclusions about the issues of healthcare in the Spanish-speaking world; ● explain how health care and medicine in Spanish-speaking countries compare to the United States; ● develop digital resources that identify the lack of resources of some Spanish-speaking countries; ● design a possible solution to a specific problem where resources may not be available.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Advances in health and technology are important in today's society.	EQ1: To what extent can traditional and modern medicine practice coexist?
EU2: The quality of healthcare varies from region to region, which strongly impacts individuals and the local community.	EQ2: To what extent does quality of healthcare impact individuals and the larger society?
EU3: Mastering complex language structures facilitates authentic communication.	EQ3: Why does mastering complex language structures facilitate authentic communication?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 EU 1-3 EQ 1-3 7.1.IM.A.1 7.1.IM.C.4, 5 RST.11-12.1, 2, 9 WHST.11-12.4, 6, 9 DOK 4	<p>Option 1: Students will design an advertisement for a health fair sponsored in their town's community center for the Hispanic community. They will have the option of creating a brochure, poster, or a digital presentation. Students will include a title that creates interest, visuals, and the information about the fair, and a brief narrative about the fair. Along with this information, they must include a written presentation to inform the community about the importance of good health, causes and effects of different health conditions, and suggestions for a healthy life. Afterwards in an oral presentation, students will share the information.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>¿Por qué es importante tener buena salud?</i> • <i>¿Qué problemas de salud se ven en tu comunidad? ¿Cuáles son sus causas y sus consecuencias?</i> • <i>¿Qué tipos de servicios son necesarios para las personas para poder mantener una vida sana? ¿Existen servicios gratuitos, servicios de bajo costo, servicios preventivos en tu comunidad? ¿Por qué son importantes estas clases de servicios?</i> • <i>¿Cómo podemos mantener una vida sana?</i>
LG 1 EU 1-3 EQ 1-3 7.1.IM.A.1 7.1.IM.C.4, 5 RST.11-12.1, 2, 9 WHST.11-12.4, 6, 9 DOK 4	<p>Option 2: Students will create an article to be published in a magazine, in which they will present their opinion about traditional and alternative medicines, citing sources, expressing the reasons for their opinions, and incorporating visuals as well. In addition, they will present their arguments in oral form in a two-minute presentation.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>¿Por qué es diferente el cuidado de la salud en distintas áreas del mundo?</i> • <i>¿Qué factores permiten limitar el acceso de un individuo al cuidado de un médico?</i> • <i>¿Cómo trata la medicina tradicional al individuo? ¿Y la alternativa?</i> • <i>¿Está en nuestro cuerpo la cura para cualquier enfermedad?*</i> • <i>¿Ambos tipos de medicina están en armonía con las leyes establecidas por cada cultura?</i> • <i>¿La enfermedad se debe tratar con la medicina tradicional aunque la salud se debe mantener con la medicina alternativa?</i> • <i>¿Cómo coexisten ambos tipos de medicina?</i>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Grammar demonstrative adjective and pronouns imperfect subjunctive with “if clauses” negative words <i>pero</i> and <i>sino</i> sequence of tenses</p>	<p>Use context clues to identify and describe the meaning of unfamiliar words (DOK 2)</p> <p>Engage in conversations that have a back and forth meaningful dialogues and/or debates applying language and content knowledge (DOK 3)</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>
<p>Culture alternative and traditional medicines diet and exercise geography of the Hispanic countries health and wellness vocabulary</p>	<p>Cite evidence to support analysis of primary and secondary sources (DOK 2)</p> <p>Read and create questions that extend on the text (DOK 3)</p>	<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>
<p>Literature relevant current event articles <i>Veinte Mundos</i> online magazine</p>	<p>Interpret how the author uses and recognizes the meaning of key concepts (DOK 2)</p> <p>Support and argue point of view based on evidence from the text (DOK 3)</p>	<p>RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
<p>Communication Skills formal and informal email writing</p>	<p>Produce clear writing about how health care and medicine in Spanish-speaking countries compares to the United States (DOK 3)</p>	<p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	<p>Develop informative or persuasive digital resources for diverse audiences about various topics in the target language (DOK 4)</p>	<p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(same as above)	<p>Infer meaning from a combination of known words, or from the words themselves and interpret printed and audio sources (DOK 2)</p> <p>Interpret author's intent and create original responses based on prior knowledge (DOK 3)</p>	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
	Engage in meaningful dialogues and/or debates applying language and content knowledge (DOK 3)	7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structure.
	Analyze different sources of information (may include but not limited to graphs, podcasts, blogs, articles) to infer meaning (DOK 2)	7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.
	Cite specific textual evidence to support analysis from complex texts (DOK 2)	RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
	Support ideas with details and examples presented in multiple sources (DOK 3)	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Compile information from multiple sources to address topics related to healthcare and medicine (DOK 2)	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

HONORS SPANISH IV**DURATION:****UNIT 3: ART AND CULTURE****4-6 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze how art and cultural trends are influenced by individuals and historical events.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information.
3	In the target language, the student can: <ul style="list-style-type: none"> • compare art and cultural products specific to Spanish-speaking countries and the United States; • analyze how historical events have influenced art and cultural trends; • formulate an argument on the influence of a chosen artist or piece on the culture of the specific Spanish-speaking country.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance
0	Even with help, the student does not exhibit understanding of performance listed in score 3

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Art and culture react, respond, and evolve in response to events within a society.	EQ1: To what extent does the past affect today's culture?
EU2: Exposure to social media influences trends and contemporary lifestyles.	EQ2: To what extent does social media affect our perception of art and beauty?
EU3: Mastering complex language structures facilitates authentic communication.	EQ: Why does mastering complex language structures facilitate authentic communication?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 EU 1-3 EQ 1-3 7.1.IM.B.5 7.1.IM.C.4, 5 RST.11-12.1, 7 WHST.11-12.1 DOK 4	<p>Option 1: Students will create a dedication piece for a Spanish-speaking artist and develop an informational spread that will be featured in a magazine, appear in a museum exhibit, or serve as a memorial. Using a multi-media approach, they will write about the artist, their influence on art, and highlight their accomplishments to the arts and culture. The highlight should include how the person made an impact on the art world and showcased the culture of Spanish-speaking country in the art. The student will choose the most influential art piece and explain why it was chosen. The piece will feature highlights of an interview (recorded), photos, an argument for the importance of the art piece (written), and how this person has influenced art and/or cultural trends (written). Written portion must be two pages. For the oral portion, students will present the dedication to the board members (class).</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>¿Por qué es la persona importante?</i> ● <i>¿Qué aspectos de su vida hacen que la persona sea influyente?</i> ● <i>¿Cuáles son sus contribuciones al arte? ¿la cultura?</i> ● <i>¿Qué preguntas le harías a esta persona durante una entrevista?</i>
LG 1 EU 1-3 EQ 1-3 7.1.IM.B.5 7.1.IM.C.4, 5 RST.11-12.1, 7 WHST.11-12.1 DOK 4	<p>Option 2: Students will develop a documentary about a specific historical event of their choice in a Spanish-speaking country. They will analyze the historical event to explain how art and/or culture was affected by it. Using a multi-media approach, they will describe the country and its culture before this historical event, discuss the events leading to the historical event, and the impact that this historical event had on its culture. Students will analyze two specific elements of a culture (example: food/dance/art). Students will research the existence of the influence currently in the Spanish-speaking country. Written portion must be two pages and will include a description of the historical event, describe the culture prior to the event, and how the event influenced the culture (written). Students will briefly discuss this information with the class and then analyze two specific elements of the culture to showcase what that element was before and after the event. Students will discuss what elements of the culture are still present today (oral).</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>¿Qué pasó durante este periodo histórico?</i> ● <i>¿Qué eventos anteriores tuvieron un impacto en este periodo histórico?</i> ● <i>¿Qué impacto tuvo este periodo histórico a la cultura del país? ¿al arte?</i> ● <i>¿Cuáles influencias todavía existen en este país hoy día?</i>

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Grammar commands future/conditional gerund with pronouns impersonal <i>se</i> relative pronouns transition words</p> <p>Culture artists (such as Picasso, Gaudi, Dali, Kahlo) music genres (such as <i>salsa</i>, <i>merengue</i>, <i>bachata</i>, <i>cumbia</i>)</p> <p>History historical events influencing art, music, and literature economy political movements</p> <p>Literature <i>Viajes</i> by Julio Cortázar</p> <p>Communication Skills persuasive writing protocol: claim/data/warrant</p>	Analyze multiple sources of information in print, audio, and visual forms and make connections among them to formulate a persuasive argument (DOK 3)	RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	Develop a logical argument through the use of persuasive writing (DOK 4)	WHST.11-12.1 Write arguments focused on discipline-specific content.
	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
	Make comparisons among the literary styles of Hispanic authors (then and now) and analyze the influence of historical and current events on their writing styles (DOK 3)	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
	Interpret meaning of unfamiliar words based on knowledge of synonyms (DOK 2)	7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
	Apply grammatical structures and vocabulary to participate in spontaneous Spanish conversation (DOK 3)	7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
	Draw conclusions from different types of authentic materials to develop an argument (DOK 3)	7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
	Analyze art and cultural products specific to Spanish-speaking countries and compare those to those products in the United States (DOK 3)	7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.
	Cite specific textual evidence from literary works to extrapolate information in order to support a persuasive argument (DOK 2)	RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

HONORS SPANISH IV**DURATION:****UNIT 4: INFLUENTIAL PUBLIC FIGURES****6-7 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will evaluate the impact that political figures and social activists from Spanish-speaking countries have on society, culture, and beliefs.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information.
3	In the target language, the student can: <ul style="list-style-type: none">● analyze the characteristics that are found in a political figure/social activist;● assess the effect music and art have on spreading a political idea;● compare and contrast the political situation in Spanish-speaking countries with that of the United States.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Analyzing and comparing other cultures to their own is essential to developing respect for cultural diversity and global consciousness.	EQ1: Why is culture essential to developing global literacy?
EU2: One's political beliefs are formed by prior experiences and situations.	EQ2: What are your political beliefs? How were they formed?
EU3: In order to discuss public figures, students will need to utilize advanced grammatical structures and domain-specific vocabulary when discussing public figures.	EQ3: How does correct grammar usage help convey your point to the listener?
EU4: Analyze the historical context that have contributed to the concept of heroism and patriotisms.	EQ4: To what extent does living through an unstable political regime help to bring people together and create a strong bond?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG 1 EU 1-4 EQ 1-4 7.1.IH.A.4 7.1.IH.C.5 RST.11-12.2 WHST.11-12.2 DOK 4</p>	<p>Option 1: Students will adapt a piece of literature of their choice about a famous or infamous Latin American political figure into a graphic novel for young adults. Students will follow the specifications below and be prepared to present it to the editor (teacher). Students will then present their plan to the publisher (peers).</p> <p>Specifications:</p> <ol style="list-style-type: none"> 1. Five drawings/illustrations/pictures (original or not) that represent the most important scenes from the original story in chronological order 2. A summary next to each scene that explains the mental state of the character in that moment 3. A visualization of an important quote from the story 4. A clear representation the theme 5. A demonstration of the impact the political/social figure had on his/her community <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>¿Qué es el sentimiento central del libro?</i> ● <i>¿Cuáles son los hechos importantes del libro?</i> ● <i>¿Cómo cambiarías el cuento? ¿Por qué?</i> ● <i>¿Cómo representa tu caretera el tema nuevo?</i> ● <i>¿Por qué escogiste los bitmoji?</i> ● <i>¿Cómo piensas va a terminar el cuento?</i>
<p>LG 1 EU 1-4 EQ 1-4 7.1.IH.A.4 7.1.IH.C.5 RST.11-12.2 WHST.11-12.2 DOK 4</p>	<p>Option 2: Students have just invented the world’s first time-travel machine and have the opportunity to interview a political leader of their choice from a Latin American or Caribbean country. Students will research their actions and effects on society. They will have to include testimonial from an individual who has been affected by this leader. In addition to reenacting the interview, each pair will have to hand in a typed version of their dialogue. Partners will engage in a conversation (live or recorded) that includes but is not limited to:</p> <ul style="list-style-type: none"> ● <i>¿De dónde era?</i> ● <i>¿Que hizo?</i> ● <i>¿Cómo fue derrotado?</i> ● <i>Incluye la historia del dictador</i> ● <i>Los efectos de su dictadura.</i> ● <i>¿Cambiaría sus acciones?</i> ● <i>Dale algunas sugerencias de cómo pudiera cambiar su manera de pensar y de gobernar.</i>

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Grammar adverbs conditional perfect</p> <p>Culture art cultural resistance music propaganda</p> <p>History dictatorship (such as Trujillo, Castro, Franco, Allende, Pinochet, Fujimori) propaganda social activists (such as Che Guevara, Eva Peron)</p> <p>Literature <i>Antes ser libre</i> by Julia Alvarez authentic newspaper articles <i>En el tiempo de las mariposas</i> by Julia Alvarez <i>Veinte Mundos</i> articles</p> <p>Communication skills persuasive essay</p>	Compare and contrast the political situation in a given country with your own (DOK 3)	7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
	Recall the use of possessive adjectives (DOK 1)	7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.
	Formulate thoughts and conversations regarding dictatorship using different grammar aspects of the language (DOK 3)	
	Apply concepts learned in previous years to have meaningful conversation on how geography affects politics (DOK 3)	7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
	Summarize complex information about the effect music and art have on spreading a political idea (DOK 2)	RST.11-12.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
	Summarize complex information about the effects political regimes have on music and art (DOK 2)	
Summarize complex information about the characteristics that are found in a dictator (DOK 2)		
	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
	Compare and contrast the political situation in a given Spanish-speaking country with your own (DOK 3)	WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	Write informative/explanatory texts using domain-specific vocabulary to manage the complexity of the topic appropriate to the discipline and context as well as the expertise of likely readers (DOK 4)	

HONORS SPANISH IV**DURATION:****UNIT 5: THE ECOSYSTEM****WEEKS 3-5****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will evaluate the extent to which humans impact the ecosystem, proposing possible solutions to current problems.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information.
3	In the target language, the student can: <ul style="list-style-type: none"> • identify and assess the effects of the human impact in the ecosystem; • analyze how the ecosystem changes affect the global environment negatively or positively; • develop a logical strategy to resolve the different ecosystem challenges.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance
0	Even with help, the student does not exhibit understanding of performance listed in score 3

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU2: Analyzing and comparing other cultures to their own is essential to developing respect for cultural diversity and global consciousness.	CEQ2: Why do cultures other than my own matter?
EU1: Human actions can positively and negatively impact the ecosystem around them in various ways.	EQ1: To what extent do human actions impact the ecosystem?
EU2: Mastering complex language structures facilitates authentic communications.	EQ2 : Why are certain grammatical structures more effective in different speaking and writing scenarios?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 EU 1-3 EQ 1-3 7.1.IH.A.2, 5 7.1.IH.B.3, 5 7.1.IH.C.3 WHST.11-12.2, 6 DOK 4	<p>Option 1: Students will act as reporters to write an exposé article about the current state of the ecosystem within a Spanish-speaking country such as deforestation, global warming, pollution, species extinction, oil drilling, natural disasters, etc. The article will include research on the impact of humans on the ecosystem, discussing the nature of the changes that have taken place and the current social and economic problems due to the environmental changes within these countries. The second part of the article will persuade the reader to advocate for the future of the environment and ecosystem. Students will orally present a summary to persuade the audience (class) to advocate for the local political and/or organization. Students will then take questions from the audience.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● <i>¿Cómo era la vida de los animales y plantas de estas zonas?</i> ● <i>¿Cómo ha cambiado la naturaleza y sus habitantes?</i> ● <i>¿Qué puedes hacer tú para cambiar el medio ambiente hoy en día?</i> ● <i>¿Cómo cambiará la vida de los animales y plantas si cambiaras tu forma de vivir?</i> ● <i>¿Qué va a hacer para mejorar la situación actual del medio ambiente globalmente?</i>
LG1 EU 1-3 EQ 1-3 7.1.IH.A.2, 5 7.1.IH.B.3, 5 7.1.IH.C.3 WHST.11-12.2, 6 DOK 4	<p>Option 2: Students will work in groups of three or four students and research authentic sources about a current ecological problem facing a Spanish-speaking country. They will find a political figure for or against the ecosystem changes that they are presenting or social struggle, which is affecting the local community and/or population. They will present their findings to the class as whole. Students will answer the following questions in order to provide possible solutions to improve the lives of the people, animal and/or plants within that current ecosystem and to improve the lives of that community into 21st century. Then, students will create a visual representation of their research to share their findings with their classmates. Students will then take questions from the audience.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● <i>¿Cuál es el problema del ecosistema y a quienes afecta?</i> ● <i>¿Cuál es/son una(s) solución(es) para mejorar este problema que han investigado?</i> ● <i>¿Qué iniciativas económicas y políticas afectan a este país o región?</i> ● <i>¿Cuáles son las ventajas y desventajas del problema ambiental que has investigado?</i> ● <i>¿Hay grupos a un nivel local o nacional que suelen aliviar estos problemas?</i> ● <i>¿Qué esperanzas tienen que los políticos o científicos harán algo para mejorar la situación?</i>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Grammar imperative familiar with pronouns <i>por vs. para</i> <i>ser vs. estar</i></p> <p>Culture cultural current events thematic vocabulary</p> <p>Literature articles from <i>El País</i>, <i>Veintemundos</i>, <i>New York Times</i> (en español) “<i>De otoño</i>” by Rubén Darío</p> <p>Geography earthquakes / tsunamis (South and Central America) <i>El Río Amazonas</i> (Bolivia, Perú, Colombia) hurricanes / tropical storms (Caribbean and South & Central America) oil drillings (South and Central America) rainforest (Costa Rica, Puerto Rico)</p> <p>Communication Skills persuasive essay</p>	<p>Identify how past events in the ecosystem and history affect students’ own lives now and in the future (DOK 2)</p> <p>Infer meaning from a combination of known words, or from the words themselves and interpret printed and audio sources (DOK 2)</p> <p>Support and argue point of view based on the text (DOK 3)</p>	<p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>
	<p>Cite evidence to support the analysis of primary and secondary sources (DOK 2)</p>	<p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p>
	<p>Engage in conversations using questions that extend on previously analyzed text and other sources (DOK 3)</p>	<p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and nonverbal communication strategies</p>
	<p>Engage in meaningful dialogues and/or debates applying language and content knowledge (DOK 3)</p>	<p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p>
	<p>Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience’s knowledge (DOK 3)</p>	<p>7.1.IH.C.3 Use language creatively in writing for a variety of purpose.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
	<p>PROCEDURAL KNOWLEDGE</p>	<p>PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER</p>
	<p>Use technology to display information flexibly and dynamically (DOK 3)</p>	<p>WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>

HONORS SPANISH IV**DURATION:****UNIT: 6 EDUCATION AND CAREERS****2 - 3 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will compare and contrast contemporary educational challenges in Spanish-speaking countries and the United States, proposing possible solutions to current problems.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information.
3	In the target language, the student can: <ul style="list-style-type: none"> investigate the differences between the quality of educational systems in the U.S. and several Spanish-speaking countries; cite evidence from social media in Spanish-speaking countries and the U.S. to show student directed sentiment and opinions of educational systems; propose solutions to issues in educational systems of Spanish-speaking countries.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Beliefs about education influence career options.	EQ1: To what extent do one's educational experiences influence one's career choice?
EU2: The quality of education varies from country to country.	EQ2: What is the purpose of education? EQ2a: How does education impact various culture's social expectations?
EU3: Mastering complex language structures facilitates authentic communication.	EQ3: Why does grammar matter?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG 1 EU 1-3 EQ 1, 2a-b, 3 7.1.IH.A.1, 2 7.1.IH.A.5 7.1.IH.B.5 RST.11-12.1, 7 WHST.11-12.4 DOK 4</p>	<p>Option 1: Students will assume the role of a guidance counselor who works in a school in a Spanish-speaking country. (The Spanish-speaking country will be one that faces struggles in education.) The guidance counselor will develop a plan to aid in developing a program(s) that will aid the school in further developing the quality of education. Students will submit this as the written portion. As a culminating component to this project, the student will create a cultural comparison where they will compare/contrast elements of the educational organizations in the country to the United States. Students will orally present the cultural comparison using appropriate visual aids.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● <i>¿Cuáles son las expectativas de las personas en este país hispanohablante, según la educación?</i> ● <i>¿Qué aspectos de la educación son problemáticos? ¿Por qué?</i> ● <i>¿Qué aspectos de la educación en los Estados Unidos presentan un beneficio a este país hispanohablante?</i> ● <i>¿Cómo se compara este país hispanohablante a los Estados Unidos?</i>
<p>LG 1 EU: 1,2,3,4 EQ: 1,2,3,4 7.1.IH.A.1, 2 7.1.IH.B.5 RST.11-12.1, 7 WHST.11-12.4 DOK 4</p>	<p>Option 2: Students will to create a Public Service Announcement (PSA) that spreads awareness of educational inequalities in a Spanish-speaking country. In pairs students will be given a Spanish- speaking country and they will have to research the educational system. They must pinpoint an area of the system that they feel is unjust and they must create a PSA that includes actual statistics. Students will videotape their PSA in the style of a commercial (4 minutes long with equal speaking time for each student).</p> <p>Students will create and propose a campaign that offers solutions to the issues in their PSA. The campaign will be presented to the class, as if the class were the local school authority in their given country. They will show the taped PSA and then orally elaborate on their solutions to the “authorities” to try and convince them to accept their proposed solutions, using appropriate visuals.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>¿Cuál es tu país?</i> ● <i>¿Cómo es el sistema educativo en tu país?</i> ● <i>¿Por qué piensas que es injusto?</i> ● <i>¿Cómo se compara el problema en la educación de este país hispanohablante a los Estados Unidos?</i> ● <i>¿Cómo puedes implementar soluciones sobre los problemas a las autoridades educativas?</i>

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Grammar indirect and direct object pronouns passive voice thematic vocabulary</p> <p>Culture cultural influences on education (family, politics, community involvement) newscasts from various Spanish television stations statistics on graduation rates in Spanish - speaking countries</p> <p>Literature <i>En Esto Creo</i> by Carlos Fuentes</p> <p>Communication Skills conversation</p>	Investigate and comprehend the differences between the quality of educational systems in the U.S. and several Spanish-speaking countries (DOK 3)	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
	Cite evidence from social media in Spanish-speaking countries and the U.S. to show student directed sentiment and opinions of educational systems (DOK 2)	RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
	Use context clues to identify and describe the meaning of unfamiliar words (DOK 2)	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Interpret meaning of unfamiliar words based on knowledge of synonyms (DOK 2)	
	Use context clues to identify and describe the meaning of unfamiliar words (DOK 2)	7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.
	Compare and contrast educational systems in Spanish-speaking countries to those of the U.S. (DOK 2)	7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
	Cite specific textual evidence from literary works to extrapolate information in order to support a persuasive argument (DOK 2)	RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience's knowledge (DOK 3)	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	