



# West Windsor-Plainsboro Regional School District

## Spanish 4

## Unit 1: Knowing Who I Am

**Content Area: World Language**

**Course & Grade Level: Spanish 4, 9-12**

### Summary and Rationale

As a teen in today's world I am exploring my identity, questioning how it is formed and expressed, and learning to celebrate myself. In learning to accept myself, I am developing a healthy and positive self-conception that will help me contribute to my community in powerful and meaningful ways.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

**Standard:**

<b>CPI # 7.1</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand A</b>	<b>Interpretive Mode</b>
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
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7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

**Standard:**

<b>CPI # 7.1</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<b>Standard:</b>	
<b>CPI # 7.1</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
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7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

### New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

### Interdisciplinary Standards (Social Studies)

#### Standard: History, Culture and Perspectives: Understanding Perspectives

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

### Instructional Focus

#### Unit Enduring Understandings

- Our characteristics and interests should be embraced as they make us unique.
- Similar features and interests amongst peers brings us closer as a community.
- My distinctive qualities can affect how others perceive me.
- My identity is composed of my many overlapping features and interests.
- As I grow, some parts of my identity will remain the same while others will evolve.

#### Unit Essential Questions

- How do my different qualities shape my identity?
- How do my unique characteristics affect my relationships with others?
- Why and how do we judge each other and ourselves?
- Why and how are some of my personal characteristics static while others are more dynamic?

#### Objectives

##### Students will know:

- vocabulary related to physical and personality traits
- vocabulary related to gender identity and orientation
- vocabulary related to interests and activities
- how to use the verb “ser” to describe people
- how to use adjectives to describe personality and appearances considering number and gender
- how to use “parecerse (a)” to express similarities and assumptions
- how to use comparatives and superlatives to compare peoples’ features
- how to describe interests and activities using the present tense(stem-changing verbs such as jugar, dormir)
- how to find out information by asking and answering questions (interrogative words) so that students can elaborate and expand upon their interests and descriptions
- how to express personal preferences using verbs like “gustar”

##### Students will be able to:

- Describe themselves and others
- Compare and contrast themselves with others
- Express their likes, dislikes, and hobbies
- Analyze how stereotypes affect our self perception and how others perceive us
- Ask and answer questions in multiple, detailed exchanges to learn and share personal information with others

**Evidence of Learning**

**Assessment**

Assessment plan may include teacher designed formative and summative assessments, a district common assessment, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines.

**Competencies for 21<sup>st</sup> Century Learners**

	Collaborative Team Member		Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
	Innovative & Practical Problem Solver		Self-Directed Learner

**Unit 2: Immigration**

**Content Area: World Language**

**Course & Grade Level: Spanish 4, 9-12**

**Summary and Rationale**

As a teen in today's world I am developing my identity. How does living in a country with many diverse ethnic backgrounds brought by immigrants from around the world shape my personal and national identity?

**Recommended Pacing**

45 days

**New Jersey Student Learning Standards for World Language**

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7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

**Standard:**

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<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The childhood experiences of Latin American children related to language, cultural traditions, socio-economic background, and education can compare to my own.</li> <li>● While the media sometimes presents immigrants in a one-dimensional or tokenized manner, immigrants are real people with rich and complex stories.</li> <li>● Our communities are built upon the rich and diverse culture of immigrants and continues to be molded by immigrants.</li> <li>● Immigration is a complex human phenomenon that is motivated by diverse factors.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do my roots play a part in shaping my personal and national identity?</li> <li>● What problems do immigrants face in the United States of America?</li> <li>● How has the media represented diverse groups of people including immigrants in the history of the USA?</li> <li>● How does the mixing of cultures brought by immigrants enrich our communities?</li> <li>● Why do immigrants migrate?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● How to describe different nationalities using related adjectives</li> <li>● How to differentiate between a stereotype and accurate descriptions using related adjectives</li> <li>● How to describe current events that influence why people immigrate or not using the present tense</li> <li>● How to retell immigration stories using the preterite and imperfect tenses</li> <li>● How to recognize and explain racism, colorism, and bias using past and current events</li> <li>● How to express that personal experiences can impact our perception of immigration using past or present tense</li> </ul>	

**Students will be able to:**

- Identify their own and others' cultural background
- Distinguish between stereotypes and accurate descriptions
- Describe why people do or do not emigrate
- Narrate their family's immigration history
- Recognize the historic presence of the Hispanic community in the U.S.
- Explain how racism, colorism, and other forms of bias impact people around the world

**Evidence of Learning****Assessment**

Assessment plans may include teacher designed formative and summative assessments, a district common assessment, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines.

**Competencies for 21<sup>st</sup> Century Learners**

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**Unit 3: The Arts (in Latin America and Spain)**

**Content Area:** World Language

**Course & Grade Level:** Spanish 4, 9-12

**Summary and Rationale**

As a teen in today's world I am developing my identity. How do the stories of communities and their history told through art help shape who I am?

## Recommended Pacing

60 days

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**Standard:**

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### **Instructional Focus**

#### **Unit Enduring Understandings**

- Legends and poems, stories, and other artistic products play an important role in defining a culture by explaining natural phenomena, teaching lessons, and retelling historical events.
- Art can showcase the blending of different cultures and identities. (indigenous peoples w/ Europeans, Africans with Latinos)
- Art is the telling of stories and expression of cultural values through diverse viewpoints.
- Through art we can learn how the past affects the present.
- All humans have the ability to create art; we are all artists in some way or another!

#### **Unit Essential Questions**

- How do stories, legends, poems, and other forms of art shape our identity?
- How is art impacted when different groups of people interact and cultures blend?
- How does art represent the ways that others view the world and tell their story?
- How does art give us historical perspective?

#### **Objectives**

##### **Students will know:**

- Vocabulary related to the field of literature, art, and war (see suggested vocabulary list)
- Distinguishing characteristics of Latin American (Botero and Rivera) and Spanish (Velázquez, Goya, Picasso, and Remedios Varo) artists
- Distinguishing characteristics of Afrolatino art (possible artists: Clara Ledesma, Julia López, Jean-Michel Basquiat)
- How to describe cultural products, practices, and perspectives related to two legends (“Ixtaccíhuatl y Popocatépetl” and “La leyenda de la llorona”) using the preterite and imperfect (reentry)
- How to analyze an artistic or literary work using the present tense (reentry)
- How to retell historic events in paintings or literary work using the preterit vs the imperfect (reentry)
- How to compare and contrast works of art/literature using comparatives and superlatives (reentry)

- How to give opinions about art using the present subjunctive

**Students will be able to:**

- Analyze a literary or artistic work
- Describe an artistic or literary work in narrative form, re-telling the story of the work
- Compare and contrast works of art/literature
- Give opinions about an artistic/literary work
- Describe how culture influences artistic and literary products

**Evidence of Learning**

**Assessment**

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**Competencies for 21<sup>st</sup> Century Learners**

Collaborative Team Member	Effective Communicator
Globally Aware, Active, & Responsible Student/Citizen	Information Literate Researcher
Innovative & Practical Problem Solver	Self-Directed Learner

**Unit 4: Celebrating our Idols**

**Content Area: World Language**

**Course & Grade Level: Spanish 5, 9-12**

**Summary and Rationale**

As a teen in today's world I am developing my identity. How do I define or describe idols? How do perceptions of idols and those that influence us vary across cultures?

**Recommended Pacing**

30 days

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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Figures from unique cultures and backgrounds are revered as idols based on universal characteristics and actions.</li> <li>● The idea of an "idol" continuously adapts based on societal changes and will impact future idols.</li> <li>● In taking risks and overcoming adversity, idols can be revolutionary in impacting society.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What characteristics represent idols regardless of cultural background?</li> <li>● How have societal changes over time transformed who we consider to be an idol?</li> <li>● How do idols of the past influence current idols?</li> <li>● What actions/products of idols are considered inspirational and impactful?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● The present subjunctive with impersonal expressions to describe essential qualities of idols (Ex. Es importante que..., Es imprescindible que...) (reentry)</li> <li>● The present to describe current idols and influencers (reentry)</li> <li>● The preterite and imperfect to describe the lives of idols of the Spanish Speaking World (reentry)</li> <li>● The future to describe the impact of current notable figures and actions of future idols</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify and describe qualities of idols from different parts of the Spanish Speaking World</li> <li>● Compare and contrast idols from the past and those idolized currently</li> <li>● Narrate personal experiences that have shaped idols</li> <li>● Predict the actions and qualities of future idols</li> </ul>	
<b>Evidence of Learning</b>	

**Assessment**

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**Competencies for 21<sup>st</sup> Century Learners**

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