



West Windsor-Plainsboro Regional School District  
Spanish 4 Honors

<b>Unit 1: Knowing Who I Am</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Spanish 4 Honors, 9-12</b>	
<b>Summary and Rationale</b>	
As a teen in today's world I am developing my identity. How do culture and community shape my identity and impact my life?	
<b>Recommended Pacing</b>	
45 days	
<b>2020 New Jersey Standards for World Languages</b>	
<b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand A</b>	<b>Interpretive Mode</b>
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

<b>Strand C</b>	<b>Presentational Mode</b>
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
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7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
<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
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.History CA.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.HistoryS E.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.
<b>Instructional Focus</b>	

**Unit Enduring Understandings**

- Students’ interests shape their personality and may affect other people’s perceptions of them.
- Our perception of others changes with age.

**Unit Essential Questions**

- How does my environment/surrounding mold who I am?
- Why and how do we judge each other?

**Objectives**

**Students will know:**

- Sophisticated, contextualized vocabulary at the intermediate high level (see suggested list of vocabulary).
- How to use the verb “ser” to describe people.
- How to express feelings and locations with the verb “estar.”
- How to use adjectives to describe personality and appearances considering number and gender.
- How to use “parecerse a” to express similarities.
- How to use equality and inequality when discussing people and cultures.
- How to describe interests and activities (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 in a precise, sophisticated manner.
- Distinguish between stereotypes and accurate descriptions.
- Compare themselves with others.
- Talk about their likes, dislikes, and hobbies with great detail.

**Evidence of Learning**

**Assessment:** [Intermediate High Rubrics](#)

**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

**Suggested Resources**

[Pacesetter](#)

[En Marcha](#)

Suggested Activities and Resources Document/Spanish 4 Honors Ancillaries Folder (see World Language Supervisor)

Rosa Montero: “Como la vida misma”

Julia de Burgos: “A Julia de Burgos”

Película: *Los colores de la montaña*

<b>Unit 2: Immigration</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Spanish 4 Honors, 9-12</b>	
<b>Summary and Rationale</b>	
As a teen in today's world I am developing my identity. How does living in a country with many diverse ethnic backgrounds shape my personal and national identity?	
<b>Recommended Pacing</b>	
45 days	
<b>2020 New Jersey Standards for World Languages</b>	
<b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>American society, including our own families, is built upon immigration and continues to be molded by immigrants.</li> <li>Immigration is a complex human phenomenon that is motivated by diverse factors. · People's perceptions of immigrants vary based on time, context, and other global factors.</li> </ul>	
Unit Essential Questions	
<ul style="list-style-type: none"> <li>How do my roots play a part in my family? Why have we immigrated?</li> <li>How does immigration shape our identity (personal &amp; national identities)? · How have Americans perceived immigration throughout history?</li> </ul>	
Objectives	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to describe different nationalities using related adjectives.</li> <li>How to interpret demographic information using ordinal numbers.</li> <li>How to talk about past events by contrasting the preterite and imperfect tenses.</li> <li>How to make predictions by using the future.</li> <li>How to address hypothetical situations using "if" clauses and the conditional tense.</li> <li>How to express emotion by using the subjunctive.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Narrate their family's immigration history.</li> <li>Describe why people immigrate.</li> <li>Recognize the historic presence of the Hispanic community in the U.S.</li> <li>Justify the demographic distribution of Hispanics in the U.S.</li> <li>Imagine themselves as immigrants in varied contexts.</li> </ul>	
Evidence of Learning	
Assessment: <a href="#">Intermediate High Rubrics</a>	
Competencies for 21 <sup>st</sup> Century Learners	
Collaborative Team Member	Effective Communicator
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Suggested Resources	
<u>Pacesetter</u>	

En Marcha

Suggested Activities and Resources Document/Spanish 4 Honors Ancillaries Folder (see World Language Supervisor)

Nicolás Guillén: “Balada de los dos abuelos” or Nancy Morejón: “Mujer negra”

Película: *La misma luna*

<b>Unit 3: The Arts in Spain</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Spanish 4 Honors, 9-12</b>	
<b>Summary and Rationale</b>	
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?	
<b>Recommended Pacing</b>	
45 days	
<b>2020 New Jersey Standards for World Languages</b>	
<b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Stories, poems, and other artistic products play an important role in defining a culture by explaining natural phenomena, teaching lessons, and retelling historical events.</li> <li>• Through art, we can learn about the coexistence of cultures in Spain.</li> <li>• Through art, we can learn how the past affects the present.</li> <li>• Paintings are ways of telling stories and expressing cultural values.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do legends, stories, and other forms of art shape our identity?</li> <li>• How does art teach us about war and peace in Spain?</li> <li>• How does art give us historical perspective?</li> <li>• How can art tell a story?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to the field of literature, art ,and war (see suggested vocabulary list).</li> <li>• Distinguishing characteristics of Spanish artists (El Greco, Goya, Picasso) and authors.</li> <li>• How to retell historic events.</li> <li>• How to retell and analyze a literary work.</li> <li>• How to express their opinions using the subjunctive.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Express their opinions and preferences regarding art/literature (using the subjunctive and the indicative).</li> <li>• Compare and contrast works of art/literature.</li> <li>• Analyze a literary or artistic work.</li> <li>• Describe a work of art in narrative form, re-telling the story of the work.</li> <li>• Make generalizations when talking about literature and art by using the impersonal “se.”</li> <li>• Appreciate diverse cultural practices, products, and perspectives.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment: <a href="#">Intermediate High Rubrics</a></b>	
<b>Competencies for 21<sup>st</sup> Century Learners</b>	

Collaborative Team Member	Effective Communicator
Globally Aware, Active, & Responsible Student/Citizen	Information Literate Researcher
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**Suggested Resources**

Pacesetter

En Marcha

Suggested Activities and Resources Document/Spanish 4 Honors Ancillaries Folder (see World Language Supervisor)

El Greco: “Vista de Toledo”

Anónimo: “Romance de la pérdida de Alhama”

Francisco Goya: “3 de mayo”

Picasso: “Guernica”

Película: Valentina, La lengua de la mariposa, or El laberinto del Fauno

<b>Unit 4: The Arts in Latin America</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Spanish 4 Honors, 9-12</b>	
<b>Summary and Rationale</b>	
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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Legends, stories, and other artistic products play an important role in defining a culture by explaining natural phenomena, teaching lessons, and retelling historical events.</li> <li>Latin American culture is a product of the blending of Indigenous Peoples, Africans, and Europeans.</li> <li>Through art, we can learn how the past affects the present.</li> <li>Paintings are ways of telling stories and expressing cultural values.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do legends, stories, and other forms of art shape our identity?</li> <li>How have the different aspects of Spanish colonization influenced Latin American culture?</li> <li>How does art give us historical perspective?</li> <li>How can art tell a story?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>Vocabulary related to the field of literature, art ,and war (see suggested vocabulary list).</li> <li>Distinguishing characteristics of Latin American artists (Botero y Rivera) and authors (Quiroga, García Márquez).</li> <li>How to retell historic events.</li> <li>How to retell and analyze a literary work.</li> <li>How to express their opinions using the subjunctive.</li> </ul>	
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<p><u>Pacesetter</u></p> <p><u>En Marcha</u></p> <p>Suggested Activities and Resources Document/Spanish 4 Honors Ancillaries Folder (see World Language Supervisor)</p> <p>“Iztaccíhuatl y Popocatépetl” (from <u>Pacesetter</u>-P. 50-54)</p> <p>Diego Rivera: Indigenous paintings</p> <p>Fernando Botero: various paintings/statues</p> <p>Horacio Quiroga: “A la deriva” (from <u>Pacesetter</u>-P. 60-63)</p> <p>Película: <u>La leyenda de la Llorona</u> or <u>El camino hacia el Dorado</u></p>	