



Toms River Regional School District

World Language Department

Spanish 4/5 A Curriculum Grades 9-12



Course Title: Spanish 4/5 A	Grade Level: 11,12
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Date Revised: July 1, 2019

Board Approved on: August 21, 2019

Units	Pacing Guide
Unit Plan 1 Fantasy, Myths, and Legends	45 days <ul style="list-style-type: none"> • Grammar Review (preterite/imperfect), Para Empezar - 5 days • Spanish Colonization and Aztec Culture - 15 days • Aztec Myths/Legends and Latin American Fables - 15 days • <i>Pan's Labyrinth</i> - 10 days
Unit Plan 2 Business	45 days <ul style="list-style-type: none"> • Advertising - 15 days • Business Strategies and Marketing - 15 days • Comparing Global Economies - 15 days
Unit Plan 3 Problems and Human Rights	45 days <ul style="list-style-type: none"> • Societies in Crisis (gun violence, drug addiction, poverty levels, unemployment) -15 days • Universal Bill of Human Rights - 15 days • Platforms to resolve and aid human rights issues (music, tv, social media, politics, entertainment etc.) - 15 days
Unit Plan 4 Movies and Film	45 days A minimum of 2 films will be shown, each focusing on the topics below: <ul style="list-style-type: none"> • Vocabulary of film making - 5 days • Film viewing and discussion - 10 days • How does film influence culture? - 5 days • How is culture represented in film? - 5 days • Film to Film to text connections - 5 days • Film to Self connections- 5 days • Students research and performance projects- 10 days

Unit 1 Overview	
Content Area: World Language	Duration: 45 Days



Unit Title: Fantasy, Myths, and Legends

Target Course/Grade Level: Spanish 4/5 A, Grades 11,12

Unit Summary: This unit will develop language and content about fantasy, myths, and legends so that students can effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. Students will read, write, and interpret authentic texts, discussing the cultural, social, and historical significance. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS standards for Spanish language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Primary Interdisciplinary Connections: <https://www.state.nj.us/education/cccs/>
Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

ELA

- 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 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. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and



information clearly and accurately through the effective selection, organization, and analysis of content.

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies

- 6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
- 6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

Science

- MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

Arts

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.



- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various **historical eras**.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and **historical eras**.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Health/P.E.

- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work. <https://www.state.nj.us/education/cccs/2014/career/>

Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Themes:

- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.



- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.
- 9.3.12.AC-DES.5 Identify the diversity of needs, values and social patterns in project design, including accessibility standards.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and
- contexts.
- 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.



New Jersey Student Learning Standard: 7.1 World Languages: 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.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A - Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Intermediate Mid - Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Presentational: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.
- Give reasons.
- Express an opinion and
- Request and suggest.

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode



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.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze 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.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1 B	Strand B Interpersonal
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
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.
7.1 C	Strand C Presentational



7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
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.

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<p>What is the role of storytelling in everyday life?</p> <p>How do we learn from myths, stories and legends?</p> <p>How can we use story writing and storytelling to help solve everyday problems?</p> <p>What similarities exist between legends and myths amongst different cultures?</p> <p>What are some strategies to build effective communication skills?</p> <p>What universal themes are repeated throughout history?</p> <p>In what ways do myths and legends illustrate the belief systems of the culture that created them?</p>	<p>Storytelling helps interconnect past and present.</p> <p>Humans have a felt need to explain the inexplicable.</p> <p>Effective narration relies on accurate usage of verb tenses.</p> <p>Understanding the legends and myths of a particular society helps one understand and relate to that society's culture and history.</p> <p>Stories that are passed on through the oral tradition illustrate culture while also helping to shape culture.</p>

Unit Content Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
<ul style="list-style-type: none"> ● Myths of the Aztec World ● Myths of the Hispanic World ● Constellations 	<ul style="list-style-type: none"> ● Use the preterite and Imperfect ● Use special meanings in preterite ● Discuss myth, legends, and fairytales ● Compare and contrast



<ul style="list-style-type: none"> ● Fairy Tales ● Legends: <ol style="list-style-type: none"> a. Pirates b. Latin America 	<ul style="list-style-type: none"> ● Write alternate endings to myths, legends, and fables ● Create a myth, legend, and fable ● Infer meaning through context clues
<p>Materials</p>	<p>Vocabulary</p>
<p>Core Text: Realidades 4 Supplemental Materials: Spanish 4/5 Shared Folder</p> <p>Conexiones <i>Los novios</i> <i>El sol y la luna</i> <i>El sombrero</i> <i>El soldado y la mujer</i></p> <p>History: Aztec gods and city/civilization Aesop's fables</p> <p>Movies: <i>Pan's Labyrinth</i></p>	<p>Essential Vocabulary Spanish 4/5 Year A</p>

<p>Evidence of learning Student Proficiency Can Do Rubrics</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Department Quarterly Assessment ● Writing prompts ● Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided. ● Graphic organizers ● Venn diagram ● Think-Pair-Share



- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

Benchmark Assessment:

- Writing response to prompt in September and May
- Performance assessments per marking period

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits
- Structured debates

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Modifications (ELLs, Special Education, 504, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions



- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games



- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics

Unit 2 Overview

Content Area: World Language

Duration: 45 Days

Unit Title: Careers, Economy, and Business

Target Course/Grade Level: Spanish 4/5 A, Grades 11,12

Unit Summary: This unit will develop language skills around the topic of careers, economy, and business. Students will engage in discussions, readings, and writing assignments about the importance of the economy and the impact on career choices, politics, and social/cultural values. Students will be able to effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS standards for Spanish language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

**Primary Interdisciplinary Connections:****ELA:**

- 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 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. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies

- 6.1.12.C.2.a Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues
- 6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.



- 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. D. History, Culture, and Perspectives
- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Science

- HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. 6-8 The cultural, social, economic and political effects of technology.
- 8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment.
- 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
- 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants

Arts

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Health/P.E.



- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services
- 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
- 2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.

Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills:

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.
- 9.1.12.E.8 Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.
- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations. 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions,



and analyze their impact on community development and quality of living.

- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.
- 9.1.12.F.1 Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
- 9.1.12.F.2 Assess the impact of emerging global economic events on financial planning.
- 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
- 9.1.12.G.1 Analyze risks and benefits in various financial situations
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.3.12.AG.3 Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.
- 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.
- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.
- 9.3.IT.5 Explain the implications of IT on business development.
- 9.3.MN.1 Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy.
- 9.3.MN.2 Analyze and summarize how manufacturing businesses improve performance.
- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.12.TD.1 Describe the nature and scope of the Transportation, Distribution & Logistics Career Cluster



and the role of transportation, distribution and logistics in society and the economy.

Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: 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.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Intermediate Mid - Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Presentational: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.
- Give reasons.
- Express an opinion and
- Request and suggest.



CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
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.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze 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.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1 B	Strand B Interpersonal
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
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.



7.1 C	Strand C Presentational
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
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.

Unit 2 Essential Questions	Unit 2 Enduring Understandings
<p>How do employers choose who to hire?</p> <p>How can I protect my digital identity?</p> <p>How do politics affect business?</p> <p>What are the interrelationships between industries?</p> <p>How do advertisers identify their audience?</p> <p>How does multilingualism impact employment?</p> <p>How does a company achieve success?</p> <p>How should employees be treated?</p>	<p>Responsible digital citizenship requires effective oral, written and online communication and collaboration skills.</p> <p>The ability to allocate and manage personal and business-related finances is important for future success.</p> <p>Successful college and career planning is essential to future success.</p> <p>The ability to speak more than one language increases employability.</p> <p>The world of advertising and sales promotion is constantly changing with use of technology.</p> <p>The long term benefits of ethical behavior in business is critical to future growth.</p>

Unit Content Objectives <i>Students will be able to:</i>	Unit Language Objectives <i>Students will be able to:</i>
<ul style="list-style-type: none"> Identify and explain careers 	<ul style="list-style-type: none"> Future (review)



<ul style="list-style-type: none"> ● Express traits and characteristics associated with these careers ● Make connections amongst industries and the economy ● Identify and compare top global companies ● Interpret and create marketing and advertising (commercials, logos, mascots and slogans) ● Explore innovations amongst companies (Products, Ideas, how employees are treated like Google) ● Asses digital Citizenship (Social media behavior through the eyes of employers) ● Outline and articulate credit scores, history and its impact 	<ul style="list-style-type: none"> ● Utilize subjunctive mode to negate, express hopes, desires and personal attitudes ● Relative pronouns ● Indirect speech ● Discuss career choices and paths ● Discuss and debate company mistakes, “lost in translation” errors, and marketing/advertising blunders ● Discuss and describe new product marketing strategies ● Identify and describe the impact of missed business opportunities ● Describe and discuss the significance of logos, mascots, and slogans ● Compare and contrast product variations in different countries
<p>Materials:</p>	<p>Vocabulary:</p>
<p>Core Text: Realidades 4</p> <p>Supplemental Materials: Spanish 4/5 Shared Folder</p> <p>Conexiones</p> <p>Forbes Top 100 Co.</p> <p>TV Commercials</p> <p>Company Mistakes</p> <ul style="list-style-type: none"> ● Marketing blunders and Advertisement/errors or “lost in translation” ● Chevy “Nova” - “No va” <p>New products</p> <ul style="list-style-type: none"> ● McDonalds selling pizza <p>Missed opportunities</p> <ul style="list-style-type: none"> ● Blockbuster buying Netflix <p>Most recognizable logos, mascots and slogans; and their evolution</p> <p>News articles related to topics</p> <p>Product variations in different countries (McDonald’s menu in the US vs Japan)</p>	<p><u>Essential Vocabulary Spanish 4/5 Year A</u></p>



Evidence of learning

Summative Assessments:

- Department Quarterly Assessment
- Writing prompts
- Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

Benchmark Assessment:

- Writing response to prompt in September and May
- Performance assessments per marking period

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits
- Structured debates

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations



Modifications (ELLs, Special Education, 504, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations



- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics

Unit 3 Overview

Content Area: World Language

Duration: 45 Days

Unit Title: Social/Political Problems and Human Rights



Target Course/Grade Level: Spanish 4/5 A, Grades 11,12

Unit Summary: This unit will develop language skills around the topic of social/political problems and human rights. Students will engage in discussions, readings, and writing assignments about how past and present social/political issues have evolved, and how societal awareness and activism can help to shape our own beliefs and values. The unit will allow students to compare and contrast how other Spanish-speaking countries celebrate and how family structures function differently in other places. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS standards for Spanish language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Primary Interdisciplinary Connections:

- 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 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. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



- 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.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies

- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
- 6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. 6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
- 6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
- 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in



different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

- 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

Science

- HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
- HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. 6-8 The cultural, social, economic and political effects of technology.
- 8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment.
- 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

Arts

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Health/P.E.

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
- 2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the



incidence of conflict or crisis.

- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.
- 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
- 2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.
- 2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
- 2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
- 2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the counter medicines and the consequences of such abuse.
- 2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
- 2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
- 2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- 2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
- 2.3.12.C. 2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
- 2.3.12.C. 3 Analyze the societal impact of substance abuse on the individual, family, and community.
- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.

Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills:

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.



- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power
- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.A.11 Explain the relationship between government programs and services and taxation.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- 9.3.12.AG.3 Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.
- 9.3.12.AG-ENV.2 Evaluate the impact of public policies and regulations on environmental service system operations.
- 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- 9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training



settings.

- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.
- 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
- 9.3.GV.3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.
- 9.3.GV.4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.
- 9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy.

Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: 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.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A - Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Intermediate Mid - Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.



- Express an opinion and preference.

Presentational: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.
- Give reasons.
- Express an opinion and
- Request and suggest.

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
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.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze 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.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1 B	Strand B Interpersonal
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and



	some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
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.
7.1 C	Strand C Presentational
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
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.

Unit 3 Essential Questions	Unit 3 Enduring Understandings
<p>What are human rights?</p> <p>Do all human beings have the same rights?</p> <p>What responsibility do we have to protect the voiceless?</p> <p>How do art and music reflect social situations?</p> <p>How can art and music inspire positive action?</p> <p>How can art and music bring social awareness?</p> <p>How does history repeat itself?</p>	<p>All people have basic human rights that are universal and that transcend the rights granted by the nations in which they reside.</p> <p>Global citizens have a collective responsibility to better understand the world outside their own borders, protect and preserve the human rights of people everywhere, and promote sustainable development.</p> <p>Culture is a way of life of a group of people who share similar beliefs, values, and customs.</p> <p>Politics involves competing ideas about the common good and the role of the individual.</p>



<p>How can we predict the outcome of situations?</p> <p>Are the concepts of “good,” “just” and “fair” globally similar?</p> <p>Are human beings inherently “good?”</p> <p>How do personal experiences affect our viewpoints and understandings of “right” and “wrong?”</p> <p>Why is having values and beliefs important?</p> <p>What personal comparisons can be made between our rights in the U.S. and our perception of rights abroad?</p> <p>What is the difference between “surviving” and “living?”</p>	<p>Collective action often leads to political change.</p> <p>Knowledge of the past helps us understand the world and make better decisions about the future.</p> <p>The study of political, economic, and social patterns reveals continuity and change over time.</p> <p>Individuals can make a difference in their communities through service and civic action.</p> <p>All human beings should have basic human rights independent of their national citizenship.</p> <p>Time, place, and culture influence our perspectives on people and issues.</p>
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Unit Content Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
<ul style="list-style-type: none"> ● Music, Television and Internet ● Society in Crisis ● Social justice ● Influential public figures ● People that impact/-ed society through art, music and technology ● Statistics in US and world on death penalty ● Gangs in the US and the World ● Guns, shootings, gun law and homicides in the US and other countries ● Corruption statistics ● Statistics on abuse and harassment 	<ul style="list-style-type: none"> ● Indirect commands with que ● Subjunctive with impersonal expressions ● Direct and indirect pronouns, personal a ● Gustar ● Discuss and debate how music, television, and the internet influence society today ● Discuss and debate the positive and negative impacts of music, television, and the internet ● Discuss and write about the significance of important public and historical figures ● Research, interpret, and discuss social justice and political statistics ● Infer meaning through context clues
Materials	Vocabulary
<p>Core Text: Realidades 4 Supplemental Materials: Spanish 4/5 Shared Folder Conexiones</p>	<p>Essential Vocabulary Spanish 4/5 Year A</p>



Evidence of learning

Summative Assessments:

- Department Quarterly Assessment
- Writing prompts
- Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

Benchmark Assessment:

- Writing response to prompt in September and May
- Performance assessments per marking period

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits
- Structured debates

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations



Modifications (ELLs, Special Education, 504, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations



- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics

Unit 4 Overview

Content Area: World Language

Duration: 45 Days

Unit Title: Movies and Film

Target Course/Grade Level: Spanish 4/5 A, Grades 11,12

Unit Summary: This unit will develop language skills around the topic of movies and film. Students will explore units of study in an advanced language classroom that enriches language development through examining the social, political, and cultural impact of authentic foreign films. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS standards for Spanish language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

**Primary Interdisciplinary Connections:****ELA:**

- 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 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. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies

- 6.1.12.D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement
- 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.



- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.B.3.b Relate the role of geography to the spread of independence movements in Latin America.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. 6-8 The cultural, social, economic and political effects of technology.
- 8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment.

Arts

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Health/P.E.

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.

Career Readiness:



- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Themes:

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.
- 9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

Learning Targets

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- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Presentational: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.
- Give reasons.
- Express an opinion and
- Request and suggest.

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
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.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.



7.1.IM.A.3	Analyze 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.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1 B	Strand B Interpersonal
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
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.
7.1 C	Strand C Presentational
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.



7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
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.

Unit 4 Essential Questions	Unit 4 Enduring Understandings
<p>How does film reflect culture and cultural viewpoints?</p> <p>What is the relationship between the viewer and film?</p> <p>How do films provoke thought?</p> <p>What are the layers and deeper meanings of film?</p> <p>How does film reflect or address reality?</p> <p>How do film techniques influence our understanding of characters, mood, plot, or theme?</p> <p>How do people in a society represent themselves and are societal values demonstrated through their actions?</p>	<p>Filmmakers use cinematic tools and techniques to create meaning.</p> <p>Cinematic techniques construct a viewer's experience of a film much like literary devices construct a reader's experience of a text.</p> <p>Film viewers are encouraged to identify with particular characters or elements of a film. This identification helps create the ideology/agenda of the film.</p> <p>Analysis is the breaking down of something into parts to understand how it works. Film analysis relies on the same critical thinking skills.</p>
Unit Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to use:</i>
<ul style="list-style-type: none"> ● Lengua de las mariposas <ul style="list-style-type: none"> ○ The Spanish Civil War ● Bajo la misma luna <ul style="list-style-type: none"> ○ Family ○ Immigration ● No se aceptan devoluciones (Instructions not included) 	<ul style="list-style-type: none"> ● Infer meaning through context clues ● Indirect commands with que ● Subjunctive with impersonal expressions ● Direct and indirect pronouns, personal a ● Research, interpret, and discuss social justice and political statistics as it pertains to film ● Compare and contrast literary elements: plot, characters, setting, theme



<ul style="list-style-type: none"> ○ Family ○ Parenthood ○ Health ○ Careers ● Diarios de motocicleta <ul style="list-style-type: none"> ○ Social Classes ○ Politics ○ Travel ○ Transportation 	<ul style="list-style-type: none"> ● Communicate and defend an opinion or point of view ● Exchange information in conversations and ask and answer follow-up questions ● Present information on a researched topic ● Identify and understand the underlying message and most supporting details in movies and documentaries ● Negotiate meaning of unfamiliar words to decipher meaning of written and oral stories
Materials/Resources	Vocabulary
Core Text: Realidades 4 Supplemental Materials: Spanish 4/5 Shared Folder	Essential Vocab Spanish 4/5 Year A

Evidence of learning

Summative Assessments:

- Department Quarterly Assessment
- Writing prompts
- Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation



Benchmark Assessment:

- Writing response to prompt in September and May
- Performance assessments per marking period

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits
- Structured debates

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Modifications (ELLs, Special Education, 504, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions



- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics