This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student’s Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education at the regular meeting held on ________________
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Addendum*

- New Jersey Core Curriculum Content Standards – World Languages
- New Jersey Core Curriculum Content Standards – Workplace Readiness

*New Jersey Core Curriculum Content Standards can also be viewed at [www.state.nj.us](http://www.state.nj.us)
PHILOSOPHY/RATIONALE

As we move through the new millennium, global communication becomes increasingly important. A broad global environment and increasingly sophisticated technology make it necessary for us to become citizens of the world who are able to express ourselves in more than one language. By interweaving language and culture, we seek to prepare students to live and work in a multi-faceted society. World language study actively promotes the students’ proficiency and develops their knowledge of and sensitivity to other cultures.

Acquiring a second language involves a progression of activities from comprehensible input of authentic language through guided and/or structured activities to comprehensible expressive output. In order to facilitate a continuous learning process, the vocabulary, structures, and functions are re-entered and spiraled throughout the program. A variety of strategies, which target different learning styles and multiple intelligences, address the various needs of the wide range of students. The overall goal is for students to participate actively in the learning experience and to be able to use the target language for meaningful communication.

Students in grades 11-12 may enroll in this full year 5 credit course. The Spanish 4 program addresses the New Jersey Core Curriculum Content Standards 7.1 and 7.2. It also addresses identified areas of the New Jersey Core Curriculum Content Standards for Technology Literacy and Career Education and Consumer, Family, and Life Skills.
COURSE PROFICIENCIES

COURSE OBJECTIVES

I. Language Skills
   A. To understand the spoken language.
      [The class is conducted as entirely in Spanish as is feasible, and students are expected to listen to, comprehend, and restate opinion by members of the class.]
      7.1 A1-6*                      8.2 A3**                      9.2 A1-4***
          B1-5                                      F1,4-5
   B. To speak the language.
      [Students are encouraged to speak a great deal in class and to express their own ideas, not simply what the teacher tells them to say. Students will apply both vocabulary and grammar in describing both real and imaginary situations.]
      7.1 A4-6                      9.1 A1-3
          B1-5                      B1-2,4
          C1-4                      9.2 B3
   C. To read the language.
      [Students are able to read and grasp the meaning of selected passages without resorting to direct translation.]
      7.1 A4-5                      8.2 C1-2                      9.2 D2
          B5                                        C1-2
          C1, 3
   D. To write the language.
      [Students practice writing each week and submit at least two essays each marking period.]
      7.1 A3.5-6                    8.1 A1-2                    9.1 A1-3
          B5                      B2-3,7,9,11-12                B2
          C1-4                      9.2 A2-3

*Standards and indicators for World Languages are from the novice-high range based on the number of times the class meets a week and the number of minutes per class.

**Standards and indicators for Technology Literacy are based on the knowledge and skills gained in preceding grades, by the end of Grade 12.
Standards and indicators for Career Education and Consumer, Family and Life Skills are based on knowledge and skills gained in preceding grades, by the end of Grade 12.

**COURSE PROFICIENCIES** (continued)

II. Culture

[In studying a second language, students must recognize how people in other cultures respond in different ways to life’s needs. Students demonstrate an understanding of both the impact of the other culture on their own culture, and the diversity of lifestyles that exist around them.] Culture in the world language class:

A. Increases student awareness of the target culture.

B. Stimulates student interest in language study.

C. Develops student ability to function in target culture.

D. Facilitates the understanding of linguistic cultural references, cultural values, and attitude.

7.2 A1-4
B1-5
C1-3  9.1 A2
B1,2,4
9.2 A3
C1,2
D2,4
STUDENT PROFICIENCIES

A. Interpretive Mode

The student will be able to:

1. Identify the following from visuals, objects, or from oral or written descriptions:

   People, foods and food stores, community and shops, technology and media terms, sports, fitness, hobbies, school, leisure and cultural activities, health, environment, ecology, politics, the arts, fiction, etc.

2. Demonstrate comprehension of information presented in authentic written materials such as reading selections, posters, advertisements, video selections, audio tapes, CDs, CD-ROMS, etc.

   3. Respond to verbal instructions or commands.
   4. Identify parts of speech such as nouns, pronouns, verbs, definite and indefinite articles, adjectives, interrogative words, adverbs, conjunctions, prepositions, etc.
   5. Recognize the tense and moods of verbs used in context.
   6. Identify and compare customs related to daily life regarding holidays, celebrations, meals, etc. in Spanish-speaking countries and the USA.
   7. Identify geographical features, climate, and weather in places where Spanish is spoken.
   8. Identify distinctive products of Spanish-speaking countries.
   9. Make connections between Spanish and other disciplines, such as art, social studies, English, science, mathematics, music, etc.

B. Interpersonal Mode

The student will be able to:

1. Converse or change topics with others using culturally appropriate expressions and conversational fillers.
2. Extend and accept or reject written and verbal invitations.
3. Request and give information on what has happened, may happen, or will happen.
4. Ask about and express personal likes/dislikes, opinions, feelings, stress, and points of view.
5. Participate in guided conversations about home, friends and family, travel, restaurants, the environment, technology, government, and the arts.
6. Request, give information, advice, and suggestions about people, places, and things.
7. Ask for and give information regarding emotional states or conditions, hopes, doubts, and needs.
8. Express responsibilities and possibilities for oneself and for one’s community.
9. Discuss and tell about experiences and unintentional events.
10. Identify main idea, characters, locations, and events found in reading, literature, and video selections.

**STUDENT PROFICIENCIES (continued)**

11. Talk about problems, consequences, and solutions expressing agreement and disagreement.

C. Presentational Mode

The student will be able to:

1. Create and/or present orally, or in written form - dialogues, skits, role-plays, letters, messages, poems, journal entries, compositions, ads, etc. using target language vocabulary and structures.
2. Describe orally, or in writing – people, objects, locations, activities, events, news, stories, legends, etc. in Spanish.
3. Create, write, or tell about products such as food, crafts, art, literature, music, movies, etc. of Spanish-speaking countries.
METHODS OF EVALUATION

1. Quizzes and tests for each unit in the interpretive, interpersonal, and presentational modes.
2. Class participation.
3. Completion of daily homework assignments.
4. Use of teacher-developed rubrics for oral and written presentations, and projects.
5. Coordinated web-site activities and Internet research.
6. Successful completion of daily assignments and projects including practice of the three modes: interpretive, interpersonal, and presentational.
7. Self-assessment and peer-conferencing.
8. Mid-term and final examinations.
### SCOPE AND SEQUENCE

#### COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

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   c. infinitive + preposition  
   d. formal commands  
B. Describe the Geography of Spain  
   1. Vocabulary  
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      c. colonizers and conquerors  
   2. Grammar  
      a. noun-adjective agreement |
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     b. narration blending past tenses  
C. Identify the Origins of Iberian Art  
   1. Vocabulary  
      a. drawings  
      b. sculpture  
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      b. progressive tenses |

*Note: New Jersey Core Curriculum Content Standards can also be viewed at www.state.nj.us*
RESOURCES/ACTIVITIES GUIDE

I. Self, Others, and Physical Surroundings.

A. Interpretive Mode
   1. View and discuss video, “Si yo fuera presidente.”
   2. Identify vocabulary related objects and discuss its impact on environment.
   3. View visuals on environment problems and how they might have been avoided.
   4. Recognize cognates with common Spanish prefixes and suffixes.
   5. Read and discuss selected short stories and passages from novels related to self-discovery.

B. Interpersonal Mode
   1. Role play peer counseling for troubled teens.
   2. Interview each other asking and answering questions of your potential date “a la The Dating Game”.
   3. Debate environmental issues and their potential resolutions.
   4. Exchange hypothetical e-mails with a literary character with whom you would like to converse.
   5. Play a guessing game identifying famous people based upon descriptions of their personal idiosyncrasies.
   6. Practice commands by playing the game “Simon Says”.

C. Presentational Mode
   1. Create a poster depicting environmental concerns.
   2. Write a letter to Julia (Nada menos que todo un hombre) or Tita (Como agua para chocolate) explaining the differences between her society and ours.
   3. Prepare a recipe from the novel Como agua para chocolate.
4. Compile a menu that reflects the meals you would choose to represent your emotions.
5. Write an ode in the style of Neruda that plays tribute to the virtues and short-comings of a common object.
6. Write an essay explaining a formative childhood experience.
7. Create a sign that would identify and explain the use of an everyday item in the style of magical realism.
8. Write an essay or a short story describing personal idiosyncrasies as described in “Viajes.”
9. Present a skit in which two roommates clash a la “The Odd Couple.”

II. Technology, Careers, and the Future

A. Interpretive Mode
   1. View and discuss video segments “El tiempo vuela, ¿no?” and “¿Cuáles son tus planes?”

   **RESOURCES/ACTIVITES GUIDE (Continued)**

   2. Listen to a narrator describe her childhood ambitions and current profession.
   3. Match students’ preferences with appropriate career choices.
   4. Students visually demonstrate through the use of symbols, or physically demonstrate through TPR, comprehension of sequence of past tenses.
   5. Read and discuss the moral of the fable “Las abejas de bronce.”
   6. Identify the proper titles and behaviors used in informal and formal situations.

B. Interpersonal Mode
   1. Brainstorm thematically related vocabulary and reconstruct reading selections in groups.
   2. Students select thematically related items from a bag or box and describe them within context.
   3. Debate the concept of new and modern things always being better than the old and familiar.
   4. Pairs ask and answer questions about future plans.
   5. Role-play job interviews.
   6. Students give each other advice on the proper attire to wear to various job interviews using situational cards.

C. Presentational Mode
   1. Prepare and present a skit between a student and a career counselor.
   2. Using the Internet, Spanish language newspapers or magazines students conduct a hypothetical job search and present findings to the class.
3. Pairs write and present a dialogue in which a student meets a famous person and interacts with him or her.
4. Small groups of students write a short skit about breach of etiquette at a place of business and its consequences.
5. Write an essay in which you project what life will be like in a certain time in the future.
7. Small groups interpret illustration of a career person. Based upon the visual each group imagines and presents the aspirations, former jobs and opportunities which contributed to the person’s current career.
8. Write an essay describing the cultural and sociological evolution of a Hispanic country through the ages.

III. Our World – Local and Global

A. Interpretive Mode
1. Listen to narratives describing personalities and match them to their corresponding visuals.
2. Compare and contrast Chicano and Anglo culture isolating the terminology included in poems “Gringa/Chicana” and “Yo soy Joaquin”.

RESOURCES/ACTIVITÉS GUIDE (Continued)

3. Following a map of Europe and Africa, trace the origin and times of colonization and conquest of the Iberian Peninsula.
4. Using visuals discuss the influences of other cultures on Iberian art and architecture.
5. Read and discuss the historical influences in Spanish society and politics.
6. View videos depicting the life and times of El Greco, Velázquez, Goya, Picasso, and Dalí.
7. Examine and compare slides featuring the styles, techniques, and viewpoints of various artists.

B. Interpersonal Mode
1. Role-play a dialogue between the poets Chávez Dean and “Corky” González.
2. Interview a student and ask why he/she prefers a certain artist or style of art using specific examples.
3. Students ask and answer each other’s questions regarding local and global events.
4. Play the game “Béisbol” practicing vocabulary and verb tenses.
5. Play “Pictionary” highlighting featured artists.

C. Presentational Mode
1. Compose a short poem describing the pride you feel in your own cultural heritage.
2. Create and present a poster representing local or global issues.
3. Research and present a dance representative of a Hispanic culture.
4. Create a book cover by making a Hispanic themed collage using images obtained from Spanish language publications and/or the Internet.
5. Write an essay comparing and contrasting the styles of two different artists and their treatment of the same theme.
6. Students choose an example of authentic student artwork from the halls of GL and write a brief personal reaction and description of the work.
7. Using the Internet and IMC resources research a work of art by any Hispanic artist. Using visuals such as posters, transparencies, or PowerPoint, orally present your description and interpretation of the work.

**SUGGESTED AUDIO VISUAL/COMPUTER AIDS**

One-Step Planner CD-ROM with Test Generator
Teaching Transparencies
Audio CD Program
Interactive CD-ROM Tutor
Video Program
Video Guide
DVD Tutor

Internet

go.hr.com

www.hr.com

www.hr.com/passport

www.spanisharts.com/prada/prada.htm (English & Spanish)
www.spanisharts.com/reina sofia.htm (English & Spanish)

www.museothyssen.org/virtualtour (English & Spanish)

www.spanishtour.com/museomad.htm (English & Spanish)

www.arts-history.mx/exec/ir.a?dir=/2001museos/contenido.htm/ (English & Spanish)

www.universes-in-universe.de/americ/a-e-mus.htm

www.elmuseo.org (Latin American Art)

www.praxis-art.com/ (English & Spanish Latin American Art)

**SUGGESTED MATERIALS**

**Resources for Students**


  - Student text
  - Cuaderno de gramática
  - Cuaderno de actividades
  - Cuaderno de hispanohablantes

  Internet

  go.hrw.com

  www.hrw.com

  www.hrw.com/passport

  Encuentros Maravillosos gramática a través de la literatura, Scott Foresman (1998)
Perspectivas, Holt, Rinehart and Winston (1978)


Resources for Teacher

Teacher’s Edition Text
One-Step Planner CD-ROM with Test Generator
Exploratory Guide
Lesson Planner with Substitute Lesson Plans
Student Make-up Assignment with Alternative Quizzes
Teaching Transparencies
Grammar Tutor for Students of Spanish
Reading Strategies and Skills Handbook
Audio CD Program
Listening Activities
Activities for Communication
TPR Storytelling Book
Testing Program
Alternative Assessment Guide
Standardized Assessment Tutor
Interactive CD-ROM Tutor
Video Program
Video Guide
DVD Tutor

SUGGESTED MATERIALS (Continued)

Internet
    go.hrw.com
    www.hrw.com
    www.hrw.com/passport

Encuentros Maravillosos  gramática a través de la literatura, Scott Foresman (1998)

Perspectivas, Holt, Rinehart and Winston (1978)

España y su civilización, Random House