

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT  
**World Languages**

COURSE TITLE  
**Spanish IV**

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Robbinsville Public Schools  
Course Name: Spanish IV

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**BOARD OF EDUCATION INITIAL ADOPTION DATE: August 2017**

### **Course Philosophy**

Students enrolled in World Language courses should be provided an array of opportunities to understand and to be understood in the target language. The material should be authentic and cover cultural identities and issues in the target countries as well as their comparison to our own cultural identity and issues, presented in the target language. The end goal is to have students develop a proficiency level in understanding and communicating on personal and global topics by hearing and using the target language frequently.

The thematic approaches included in this curriculum are the expansion of the remaining three of six new themes from the revised Advanced Placement Test for several languages, including Spanish, Italian, and French. These same themes were first introduced in Level II, while the other three themes, Personal and Public Identity, Families and Communities, and Beauty and Aesthetics are introduced in Level I, then expanded upon in Level III. Expansions include recycling what has already been learned, and developing higher order thinking skills along the way. Appropriate level grammar and vocabulary will be taught within each theme. The activities and rigor of the course will be matched to meet the proficiency guidelines outlined in the New Jersey Core Curriculum Content Standards for World Languages.

Differentiation is possible within each theme and each communicative mode: interpersonal, intrapersonal, and presentational. All three modes are present in each thematic unit.

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Also included in each thematic unit are The Five Cs of World Language. These support the framework of the course and entail: Communities, Comparisons, Culture, Communication, and Connections. The use of essential questions (asked and answered) and enduring understandings that re-surface and expand will grow with the language learner's ability and skills.

**Course Description**

Spanish IV students will continue their connection to Spanish language and culture by revisiting the second set of the new AP Themes: Contemporary Life, Science and Technology, and Global Challenges. Through these broad themes, students will discuss issues that affect the US and Spanish-speaking country, such as economy, environment, health, and government. They will explore different aspects of technology with regard to medical research, ethics, new types of media, and possible future inventions, and how these affect our world. Students will also discuss their own culture with regard to their education, interests, lifestyles, and holidays, and how these aspects of life are conducted in Spanish-speaking countries. They will be stimulated to think on a global level and recognize and appreciate differences in cultures.

Entering this level with a proficiency of Intermediate Low means that the students are able to use simple sentences to discuss familiar topics. They are able to pull main ideas and some details on familiar topics in reading and speech. By the end of the year, students should be able to demonstrate the ability to understand and communicate orally in most social situations in Spanish at the proficiency level Intermediate Mid, where students make the jump to include personal interest and studies, asking and answering basic questions in a conversation, and using more information in their responses. They will comprehend appropriately leveled written and spoken Spanish-language material based on these themes from written texts (short stories, plays, journalism, non-fiction, literature, etc.) and visual media (authentic news pieces, vlogs, youtube programs, etc.). Through analyzing and interpreting current topics, students will learn necessary skills and strategies for successful expressions in the interpersonal, interpretive, and presentational modes.

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Unit #1: Global Challenges

**Enduring Understandings and Goals:**

Around the globe, many countries are faced with different issues relating to the economy, weather, politics, human rights, diversity etc. Some country's issues are similar or even interconnected, while some are completely different based on the causes of these problems. The way we handle these issues as a community and country will differ based on the resources possessed by each country and community. As individuals and as a whole, we can contribute to these issues- both negatively and positively.

**Communication:**

Perspectives are different based on how close the global challenge is to an individual and his/her values and beliefs. Students will gain knowledge and engage in conversations on different global topics by investigating their personal views on health and healthcare, immigration, animal cruelty, political conflicts, catastrophic weather brought on by people's habits, workplace issues, and broader environmental topics. They will answer the why for some issues as they defend their opinions.

**Cultures:**

Some global challenges/conflicts are based upon a group's culture and traditions. Resources differ from region to region and help create and resolve global challenges.

**Comparisons/Connections:**

All countries have problems. Some resolutions to these problems differ due to the resources that each country possesses. Students will identify and explore the similarities and differences among problems in Spanish-speaking countries and the US (economic, health, human rights, etc.).

**Communities:**

Each country has various organizations trying to solve global challenges, both local and worldwide. Technology helps make others aware of crisis abroad and offers more ways to assist the issues. This helps expand the sense of community.

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**Scope, Sequence and, Assessment**

Unit Title & Recommended Duration	Unit Understandings and Essential Questions	Assessments		
		Diagnostic (before)	Formative (during)	Summative (after)
<p style="text-align: center;"><b>Global Challenges</b></p> <p>Sept-Nov (30 days A/B)</p> <ul style="list-style-type: none"> <li>· <b>Diversity Issues</b></li> <li>· <b>Economic Issues</b></li> <li>· <b>Environment</b></li> <li>· <b>Health Issues</b> <ul style="list-style-type: none"> <li>· <b>Human Rights</b></li> <li>· <b>Nutrition</b></li> </ul> </li> <li>· <b>Peace and War</b></li> <li>· <b>Philosophical Thought &amp; Religion</b></li> <li>· <b>Social Welfare</b> <ul style="list-style-type: none"> <li>· <b>Social Conscience</b></li> </ul> </li> </ul>	<p>- Some problems are interconnected or similar between countries due to the same causes and effects, while other are regional due to cultural or environmental issues. What are some shared problems among the US and Spain/Latin America? Are the problems interconnected or are the problems regional? How can these problems be resolved?</p> <p>- As a world power, the US often helps other countries financially, with supplies, or with military support. There is often disagreement in terms of how much or for how long help should be provided. What limits should we set in helping others? Why? Is quality of living and food/financial security an “every man for himself” problem? Does a global security, in terms of these issues, make for a more peaceful world?</p> <p>- When faced with natural or man-made catastrophes, there is always a group of people who rise to help those who have or are suffering. This is what makes us human - our compassion. However, corruption and greed are also human traits. What happens when a good cause mis-manages its resources either intentionally or unintentionally? What should happen? What makes a charity worthy? Do instances of mismanagement negate the good?</p>	<p>Student Survey of global challenges (in order of importance)</p> <p>Oral Questions/ Discussion/ Partner turn and talks/share outs</p> <p>Quick research of basic questions/have students create questions</p>	<p>-Quizzes/Tests</p> <p>-Homework (if necessary)</p> <p>-Written and oral responses to questions and discussions in class.</p> <p>-Current event article readings/writings/discussions/analysis</p> <p>-Video Clips</p> <p>-Written Assignments</p> <p>-Oral Presentations</p> <p>-Participatory Rubrics</p> <p>-Role Play</p> <p>-Dialogues</p> <p>-Research Assignments</p> <p>-Interviews</p> <p>-Think/Pair/Share</p> <p>-Jigsaw activities</p> <p>-Peer Review</p> <p>-Notebook sharing</p> <p>-Collaborative Annotation</p> <p>-The Most Important Word</p> <p>-Graphic web organizer.</p> <p>-Venn diagrams with a partner.</p> <p>-TPRS</p> <p>-Debate preparation and implementation</p>	<p>Persuasive essays: (Ex: With \$100 million I can..)</p> <p>Research papers on the topics using articles and “news in slow Spanish”</p> <p>Debates</p> <p>Presentation (possibly spontaneous) relating to different issues happening in Latin America and Spain.</p> <p>Writing reflections</p> <p>Socratic Seminar</p>

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	<p>- Illegal use and sale of drugs is a global problem, however trafficking from Latin American countries is a continuing problem. What are possible solutions to this problem? Is it plausible that it will one day be resolved or improve? Do Latin American countries share our concern with regard to this issue?</p> <p>- Animal rights and views toward animals vary from country to country. What determines attitudes toward animals? Does wealth or poverty affect this? What differences/similarities are there among the US and Spain/Latin America with regard to this issue?</p> <p>- While the US affords its citizens many opportunities for a successful way of life, the same cannot be said for every country. Many people emigrate to this country to avoid religious/cultural persecution, or merely to make money to survive and support their families. Because countries have quotas on immigration and worries about overpopulation, illegal immigration is a problematic issue, whether is be from a border above/below us, or via oceans. What are possible solutions to this problem? Compare the immigration laws in different countries and discuss their pros and cons. How do societies adapt to immigration issues? How does immigration affect its citizens' opinions toward immigrants?</p> <p>- Latin America has been plagued by many political conflicts through its history. Dictators have risen and taken control with little and/or sometimes ineffective resistance. Why is this able to happen? Why are efforts to overthrow dictators unsuccessful? What are ways to avoid or deal with governmental corruption? Is this a problem indigenous to developing nations? Does a country's culture change because of its leaders? How?</p>	<p>about the topics.</p>	<p>-Campaign for a global issue close to your heart: what groups in Italia can be your resource?</p> <p>-Wheel of global issues</p> <p>-All hands on deck: food experience</p> <p>Socratic Seminar</p> <p>Close reading</p> <p>-Student created centers</p> <p>-Writing journal: track your progress</p> <p>Wall of pertinent articles</p> <p>-Student-created resource file and on-line link resource (linked to teacher page)</p> <p>-Group historians</p> <p>-Celebrity spokespeople: recruit one!</p> <p>-K-W-L Chart</p> <p>-Interviews: tape ball</p> <p>- Fish bowl</p> <p>-Around the table: skills set needed</p> <p>-Draw it! (weather details)</p> <p>-Meteorologist for a minute</p> <p>-Predictions</p> <p>Fix it: Allot budget money to solve the issues</p> <p>Closing activities (ex: pensamientos)</p>	<p>Unit test/project</p>
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Unit Theme: Global Challenges

Standards relating to the unit (Global Challenges)	Content, Themes, Concepts, and Skills relating to Standards	Instructional Resources and Materials	Grammar
<p>Interpersonal 7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.3 7.1.IM.B.4 7.1.IM.B.5</p> <p>Interpretive 7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.4 7.1.IM.A.7 7.1.IM.A.8</p> <p>Presentational 7.1.IM.C.2 7.1.IM.C.3 7.1.IM.C.5</p>	<p>Recycle and expand vocabulary related to specific topics.</p> <p>Prepare a lesson for your classmates where you present your vocabulary using images, then use it to describe your view on a global challenge.</p> <p>Debate positions on a global challenge.</p> <p>Resolve a global issue. Tell the government ways to fix these problems.</p> <p>Read and listen to news reports in the target language. Students will paraphrase, summarize, and analyze what they understood.</p> <p>Pick a Spanish-speaking country and report the issues there-compare and contrast those issues to those of the US. (This could be displayed in the form of a skit such as a news report on TV or a written paper)</p> <p>Write a persuasive essay on one of the topics.</p> <p>Related issues: health and healthcare, immigration, animal cruelty, political conflicts, catastrophic weather brought on by people's habits, workplace issues, and environmental topics.</p>	<p>Dictionaries, Smartphones &amp;/or Internet-based resources to build vocabulary</p> <p>food items -organic vs. non, food items, vegetarian, vegan recipes</p> <p>Online Spanish supermarket sites</p> <p>World Languages Standard in Action: Ecotourism &amp; Going Green activities</p> <p>Federal and State Aid budgets</p>	<p><b>Tenses:</b></p> <ul style="list-style-type: none"> <li>● Present,</li> <li>● Progressive,</li> <li>● Preterit,</li> <li>● Imperfect,</li> <li>● Conditional,</li> <li>● Future,</li> <li>● Imperative,</li> <li>● Subjunctive,</li> <li>● Imperfect Subjunctive,</li> <li>● Pluperfect Subjunctive, including the Perfect tenses and all irregulars.</li> </ul> <p><b>Other grammatical points:</b></p> <ul style="list-style-type: none"> <li>● Adverbial clauses (including those with "si"),</li> <li>● Ser vs. Estar,</li> <li>● Imperfect vs. Preterit,</li> <li>● Indicative vs. Subjunctive,</li> <li>● Noun Gender and Number,</li> <li>● Direct and Indirect Object pronouns,</li> <li>● Por vs. Para,</li> <li>● Double-verb usage,</li> <li>● Passive Voice,</li> <li>● Possessive Pronouns,</li> <li>● Demonstrative Pronouns</li> </ul>

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<b>Suggestions on how to differentiate in this unit:</b>				
<ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				
	<b>CONTENT</b>	<b>PROCESS</b>	<b>PRODUCT</b>	<b>ADDITIONAL SCAFFOLDS</b>
<b>ENRICHMENT</b>	Find news videos on related topic	Main idea and details by listening.	Create a newspaper on related topics.	<p>Math: create charts of related info (damage, funds offered)</p> <p>History: trace the historical impact of issue.</p> <p>Journalism: Create a list of ten questions for the people in charge for an imaginary interview.</p> <p>Technology: create a mock Facebook page for a related article.</p>
<b>ON LEVEL</b>	As outlined	Choice of process for various activities	Varied: associated by music, creative presentations in choice of format.	Language Arts: Create a commercial or poster advertising your cause and potential solution.
<b>NOT ON LEVEL YET</b>	As directed in specific IEPs and 504 Plans. Modified articles, reduced workload, choice board, partner presentations	As directed in specific IEPs and 504 Plans.	<p>Modified, if needed.</p> <p>Additional progress check-in dates as needed.</p>	Art, Humanities Music, Sociology, History
<b>ADDITIONAL LEVELS</b>				

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**Unit # 2:** Science and Technology

**Enduring Understandings and Goals:**

Through Science and Technology, societies have been able to work more efficiently, cure illnesses, live longer, and make life easier and more enjoyable. While many of these advances are positive, they can also have negative impacts at a personal and/or societal level.

**Communication:**

Students will engage in simple conversations about the use/importance of technology in their lives, its origins, upcoming inventions, and how they might impact our society. They will question why situations exist. Students will learn and use expressions of compassion and understanding when engaged in conversations expressing opinion on ethics and limits in the pursuit of science & technology.

**Cultures/ Comparisons/ and Connections:**

Students will understand differences in cultural practices related to science and technology. The collaboration of Spanish-speaking countries with the USA and other countries is fruitful to becoming leaders in certain areas, as well as ensuring a peaceful future.

**Communities:**

Our communities have expanded ethnically to the point where we can find Spanish-speakers in every town in our country, and also geographically with the development of technology. We are direct neighbors, sharing a border with Spanish-speaking countries so good relations are key to a peaceful coexistence. Our personal opinions on ethics and limits in science are affected by our community perspective.

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Unit Title & Recommended Duration	Unit Understandings and Goals	Assessments		
		Diagnostic (before)	Formative (during)	Summative (after)
<p><b>Science and Technology</b>            Dec-Feb            (30 days A/B)</p> <ul style="list-style-type: none"> <li>· <b>Current Research Topics</b></li> <li>· <b>Discoveries/Inventions</b></li> <li>· <b>Ethical Questions</b></li> <li>· <b>Future Technologies</b></li> <li>· <b>Intellectual Property</b></li> <li>· <b>New Media</b></li> <li>· <b>Social Impacts of Technology</b></li> <li>· <b>Health Care &amp; Medicine</b></li> </ul>	<p>- Latin America is responsible for such technological advances as the color television and the artificial heart. What inventions are next?</p> <p>- Spanish-speaking countries still are not at the forefront of technology. However, excelling in technology is not a prerequisite for its usage. Many developing countries maintain a high level of tech use despite lower levels in other areas. Does this make developmental sense? What should the priority be?</p> <p>-Health care and medicine are very different in the United States and other countries in the world. What are the significant discrepancies and how do they affect their respective cultures? Does the US have a responsibility to close that Health Care/Medical gap for its neighbors considering that we often provide military assistance?</p> <p>-Science and technology can both save and destroy the world. Where are we headed currently? Why?</p> <p>-Attitudes differ on where limits of science should be set. Who decides? Who should?</p> <p>-Scientific and technological developments affect people's lives, the environment and transform societies. How do new technologies result in broader social change? Is it always a positive change? Who decides that?</p>	<p>Student Survey of cultural awareness</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>K-W-L</p> <p>Have students make a list of vocabulary words they already know about the topic</p> <p>Have students answer a set of questions relating to the unit as a pre <b>and</b> post assessment to show their growth.</p>	<p>Quizzes/Tests            Homework (if necessary)</p> <p>Written and oral responses to questions and discussions in class.</p> <p>Current event article readings/writings/discussions/analysis</p> <p>Video Clips            Written Assignments            Oral Presentations            Participatory Rubrics            Role Play            Dialogues            Research Assignments            Interviews            Think/Pair/Share            Jigsaw activities            Peer Review            Notebook sharing</p>	<p>Student created choice boards:</p> <p>On the cutting edge.</p> <p>Socratic Seminar</p> <p>Presentation or project in groups, pairs, or alone (have students pick their topic or have teacher pick)</p> <p>Final Exam</p>

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	<p>-Latin America underwent significance and lasting changes with the arrival of Spaniards. The emigrants brought with them technological advancements but also decimated indigenous cultures. Can such destruction and devastation be reconciled in the name of Science and Technology?</p> <p>-Progress is defined by cultural interpretation. How do the various levels of technological development affect different cultures? What factors play into this reasoning?</p> <p>-Thinking globally allows countries to collaborate in order to solve major problems. How is the current level of collaboration affecting our societies globally?</p> <p>-What factors have driven innovation and discovery in the fields of science and technology?</p> <p>-Technological advancements are born of our desire for ease in life. However, just because an invention or development makes an aspect of life easier, is it necessarily a good thing? Just because we can do something, does it mean we should? Who determines that? Should anyone? What role do ethics play in scientific advancement?</p> <p>-Looking back through history, it is obvious that science and technology have made huge advancements, even in the past 10 years. How do developments in science and technology affect our lives in the past, present, and future?</p>		<p>Collaborative Annotation The Most Important Word Closing activities (ex: pensamientos)</p>	
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**Unit Theme: Science and Technology**

Standards relating to the unit (Science and Technology)	Content, Themes, Concepts, and Skills relating to the Standards	Instructional Resources and Materials	Grammar
<p>Interpersonal            7.1.IM.B.1            7.1.IM.B.2            7.1.IM.B.3            7.1.IM.B.4            7.1.IM.B.5</p> <p>Interpretive            7.1.IM.A.1            7.1.IM.A.2            7.1.IM.A.4            7.1.IM.A.7            7.1.IM.A.8</p> <p>Presentational            7.1.IM.C.2            7.1.IM.C.3            7.1.IM.C.5</p>	<p>Describe inventions, inventors, and biography: What if...?</p> <p>In My Life: choice of poster/Glog/Pwr Pt on your life, presented by other student</p> <p>Discuss with a partner usefulness of inventions, progression of idea.</p> <p>Spanish female scientists who paved the way for others- find and research and present a project.</p> <p>Where do we draw the line?: ethics &amp; limits in science &amp; technology: opinions and their sources- students can create a debate or mock trial expressing their opinions.</p> <p>Politics &amp; science &amp; technology</p> <p>Activist groups: Who are they? What do they do? Have students research a specific group and then present in a gallery walk/jig-saw activity.</p> <p>Pick a famous inventor to interview using grammar tenses from this unit. Ask questions about how their technological invention has impacted the world.</p> <p>Centers- students can rotate to different centers that have articles relating to the unit. Students can participate in a close read and then have a class discussion about it.</p>	<p>Student driven recycled and enhanced Vocabulary: science &amp; technology, related occupations</p> <p>descriptive adjectives</p> <p>Text excerpts            Video segment :60 Minutes</p> <p>Students teaching pertinent vocabulary</p> <p>Persuasive essay with details</p> <p>Geography</p>	<p><b>Tenses:</b></p> <ul style="list-style-type: none"> <li>● Present,</li> <li>● Progressive,</li> <li>● Preterit,</li> <li>● Imperfect,</li> <li>● Conditional,</li> <li>● Future,</li> <li>● Imperative,</li> <li>● Subjunctive,</li> <li>● Imperfect Subjunctive,</li> <li>● Pluperfect Subjunctive, including the Perfect tenses and all irregulars.</li> </ul> <p><b>Other grammatical points:</b></p> <ul style="list-style-type: none"> <li>● Adverbial clauses (including those with “si”),</li> <li>● Ser vs. Estar,</li> <li>● Imperfect vs. Preterit,</li> <li>● Indicative vs. Subjunctive,</li> <li>● Noun Gender and Number,</li> <li>● Direct and Indirect Object pronouns,</li> <li>● Por vs. Para,</li> <li>● Double-verb usage,</li> <li>● Passive Voice,</li> <li>● Possessive Pronouns,</li> <li>● Demonstrative Pronouns</li> </ul>

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	<p>Show and tell- students can bring in an item (or picture) of science or technology that has impacted their life and explain why.</p> <p>Write a letter to a deceased inventor/scientist and ask questions, explain how their impact is still existing in your world, explain why you like or dislike the product etc.</p>		
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<p><b>Suggestions on how to differentiate in this unit:</b> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.</p> <ul style="list-style-type: none"> <li>A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				
	CONTENT	PROCESS	PRODUCT	ADDITIONAL SCAFFOLDS
ENRICHMENT	I believe...	Write an e-mail to an hispanic support group for a cause in which you believe	Give an overview of this group: who, what, where, why, and how?	<p>Math: how is the group supported financially? Where does the money go?</p> <p>Information Systems/Tech: create a possible fundraiser for this group</p> <p>Careers: write a want ad for a job necessary for this group</p>
ON LEVEL	As outlined	Choice of process for various activities	Varied: associated by music, creative presentations in choice of format.	<p>Math/Science</p> <p>Sociology</p> <p>History</p> <p>Psychology</p> <p>Information Systems/Tech</p>
NOT ON LEVEL YET	<p>As directed in specific IEPs and 504 Plans.</p> <p>Modified articles, reduced workload, choice board</p>	As directed in specific IEPs and 504 Plans.	<p>Modified, if needed.</p> <p>Additional progress check-in dates as needed.</p>	<p>Art</p> <p>Math/Science</p> <p>Sociology</p> <p>History</p> <p>Psychology</p> <p>Information Systems/Tech</p>
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**Unit # 3: Contemporary Life**

**Enduring Understandings and Goals:**

Every community is a microcosm of our society, as a whole, developing its unique culture, because of or in spite of the people it includes. As a country, we are growing quickly not only in numbers but in world cultures, including our array of languages. To be current and progressive, society needs to accept and embrace other cultures, as well as learn from them, to coexist peacefully. The study of World Languages not only brings understanding of other cultures, but it also can enhance job opportunities and bridge cultural gaps. Because other cultures can differ greatly from our own, the learning about and exposure to their customs and lifestyles is key to understanding different peoples and what is important to them as a society. When we relate those differences to ourselves, and find similarities within ourselves and our own culture, it becomes easier to find fellowship and compassion for all people.

**Communication:**

Students initiate and sustain simple conversations based on previous and new vocabulary about self, activities, friends, community, routines, likes and dislikes.

**Culture:**

Students make observations about themselves and understand relationships in different cultural contexts. There are differences within each culture based on various factors. Headlines and media can create stereotypes, either positive or negative and impact a culture.

**Comparisons:**

Cultures can best be understood when compared with our own. There are differences within each culture based on various factors. Hobbies and pastimes that change throughout life and their effects on an individual and group.

**Connections:**

Global connections are critical to cultural understanding. Local connections impact us, too.

**Community:**

Individuals make up a community. Growing up in America/Spain/Latin America is not the same for all. Students will have a deeper understanding of who they are and where they are headed by comparing their projected contemporary life in Robbinsville/post-Rville with that of contemporary life in different parts of Spanish speaking countries.

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Unit Title & Recommended Duration	Unit Understandings and Goals	Assessments		
		Diagnostic (before)	Formative (during)	Summative (after)
<p><b>Contemporary Life</b>  March - June  (30 days A/B)</p> <ul style="list-style-type: none"> <li>· <b>Education &amp; Careers</b></li> <li>· <b>Entertainment</b></li> <li>· <b>Holidays/ Celebrations</b></li> <li>· <b>Housing/ Shelter</b></li> <li>· <b>Leisure &amp; Sports</b></li> <li>· <b>Rites of Passage / Social Customs &amp; Values</b></li> <li>· <b>Lifestyles &amp; Relationships</b></li> <li>· <b>Travel</b></li> </ul>	<p>World language skills enhance and can lead to future job opportunities. With the growing number of people who identify as Latino/Hispanic and the large influx of Spanish-speaking immigrants, what job opportunities are there or could there be in the future for someone who speaks Spanish?</p> <p>Workplace policies and benefits vary, not only from country to country, but from profession to profession. What are differences and similarities among various professions in the US, Spain, and Latin America? Does every country have a minimum wage? Is that rate enough to sustain a modest life? What benefits do certain professions provide?</p> <p>Education is key to success in many ways. For a profession that is education-dependent, employees can work longer into their lives, whereas those who provide manual labor services often slow down with age. How accessible is education in the US, Spain, and Latin America? Is it a privilege afforded to a certain population? Why? Who decides this? How should it be?</p> <p>Many countries have an established national language and despite this, they provide World Language learning to their children at a young age, specifically English. Many schools in the United States do not provide World Language education until middle school or high school, despite the US not having a national language. With a country as diverse as ours, should we have a national language? Why? Is our educational system valid</p>	<p>Student Survey</p> <p>Oral Questions/ Small Group and Class Discussion</p> <p>Anticipatory Set Questions</p> <p>K-W-L chart</p> <p>Have students answer a set of questions relating to the unit as a pre <b>and</b> post assessment to show their growth.</p> <p>Have students write a</p>	<p>Quizzes/Tests Homework</p> <p>Written and Oral Responses to Related Video Clips and ads</p> <p>Written Assignments Oral Presentations and theatrics Observations Participatory Rubrics Role Play Dialogues Venn Diagrams Research Assignments Interviews Think/Pair/Share</p> <p>Classifications of Information</p> <p>Draw It! (based on what is described)</p>	<p>In My Life</p> <p>RAFT Projects: (Role, Audience, Format, Topic): Reality show</p> <p>Presentation or project in groups, pairs, or individual. Students can pick a topic from the unit or teacher can assign.</p> <p>Final Exam</p>

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	<p>in its late WL instruction? How does this look to the rest of the world?</p> <p>The perception of good and acceptable entertainment varies from culture to culture. News broadcasts, soap operas, comedic programs on English-speaking television can look very different from Spanish-speaking programs. Why? What aspects of Spanish/Latino culture affect their entertainment? How does this differ from our culture in the US? Who are celebrity role models in the Hispanic world? Why are they popular? Are they positive? Would they be popular in the US, too?</p> <p>Despite having holidays and rites of passage in common, different cultures celebrate these events in different ways. What are the similarities and differences? Are familial roles the same? Is the focus similar? Religiously? Socially?</p> <p>Globally, there is a push for more acceptance of different lifestyles despite resistance on some fronts. Do Spain and Latin America share this global push for acceptance? What aspects of Hispanic culture support this?</p> <p>Quality of life is an important aspect of a culture. What defines “quality of life” for our society? Is that consistent with ideals in other societies? Do you agree?</p>	<p>paragraph explaining how they view their lives today based on values, traditions, routines etc.</p>	<p>Written and verbal quizzes</p> <p>Worksheets</p> <p>Project rubric assessments: RAFT</p> <p>Class participation</p> <p>Responses to discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p> <p>Ticket to leave</p> <p>Two Truths and a Lie</p>	
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**Unit Theme: Contemporary Life**

Standards relating to the unit (Contemporary Life)	Content, Themes, Concepts, and Skills relating to the Standards	Instructional Resources and Materials	Grammar
<p>Interpersonal            7.1.IM.B.1            7.1.IM.B.2            7.1.IM.B.3            7.1.IM.B.4            7.1.IM.B.5</p> <p>Interpretive            7.1.IM.A.1            7.1.IM.A.2            7.1.IM.A.4            7.1.IM.A.7            7.1.IM.A.8</p> <p>Presentational            7.1.IM.C.2            7.1.IM.C.3            7.1.IM.C.5</p>	<p>Class readings and discussion            A Day in the Life: comparison of adolescence v. adult, geography v. economic class            Missing song lyrics</p> <p>Interviews of family, teachers, peers, and Spanish college students</p> <p>Create dialogues between different generations explaining how life is similar and different (holiday traditions and celebrations etc.)</p> <p>Create and role-play college and/or job interviews for experiences in Spanish-speaking countries.</p> <p>Make a Venn diagram for what specific jobs are like in Latin America and the US. Discuss similarities and differences.</p> <p>Debate whether our country should have a “national language.”</p> <p>Plan and carry out a cultural hispanic holiday celebration, including all aspects (food, dress, music, etc.)</p> <p>Read People En Español and identify cultural differences in news stories, dress, lifestyle, etc.</p>	<p>review formal vs. informal culture interrogatives</p> <p>recycled and enhanced vocabulary: cinema, computer jargon</p> <p>regional map of Spain/Latin America</p> <p>lyrics (for content)</p> <p>Film/Video segments</p> <p>Internet, Twitter: follow VIPs</p> <p>Magazines, Newspapers: headlines</p> <p>Regional identity songs, clothing, customs</p>	<p><b>Tenses:</b></p> <ul style="list-style-type: none"> <li>● Present,</li> <li>● Progressive,</li> <li>● Preterit,</li> <li>● Imperfect,</li> <li>● Conditional,</li> <li>● Future,</li> <li>● Imperative,</li> <li>● Subjunctive,</li> <li>● Imperfect Subjunctive,</li> <li>● Pluperfect Subjunctive, including the Perfect tenses and all irregulars.</li> </ul> <p><b>Other grammatical points:</b></p> <ul style="list-style-type: none"> <li>● Adverbial clauses (including those with “si”),</li> <li>● Ser vs. Estar,</li> <li>● Imperfect vs. Preterit,</li> <li>● Indicative vs. Subjunctive,</li> <li>● Noun Gender and Number,</li> <li>● Direct and Indirect Object pronouns,</li> <li>● Por vs. Para,</li> <li>● Double-verb usage,</li> <li>● Passive Voice,</li> <li>● Possessive Pronouns,</li> <li>● Demonstrative Pronouns</li> </ul>

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<b>Suggestions on how to differentiate in this unit:</b>				
<ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				
	<b>CONTENT</b>	<b>PROCESS</b>	<b>PRODUCT</b>	<b>ADDITIONAL SCAFFOLDS</b>
<b>ENRICHMENT</b>	Create interview questions for RHS college grads and hispanic college students	Comparison interview	Comparison study: University life in the USA and in Latin America	Math/Consumer Science: How much is spent in Latin America/Spain and the USA per year on college life? Calculate and chart differences. Sociology: available jobs for post-college grads
<b>ON LEVEL</b>	As outlined	Choice of process for various activities	Varied: associated by music, creative presentations in choice of format.	Sociology: Dangers of growing up in tomorrow's world.
<b>NOT ON LEVEL YET</b>	As directed in specific IEPs and 504 Plans.  Modified articles, reduced workload, choice board	As directed in specific IEPs and 504 Plans.	Modified, if needed.  Additional progress check-in dates as needed.	Art, Math, Music, Sociology, History