

Southern Regional High School District Course of Study

Department: World Language _____ **Course number: 5540** _____

Course Title: Pacesetter Spanish IV Honors
Written by Carlos Matos and John Allen
January 2006

Essential Questions of the Course:

What are the differences and similarities among people in different cultures?

Why do people emigrate/immigrate?

What are the advantages and disadvantages of emigration/immigration?

What impact does immigration have on society?

How do different works of art explain historical events of the Spanish speaking world?

What are legends? What are their functions? What common themes run through legends?

Who are the indigenous peoples? How have they been impacted by exploration and immigration?

What and who are heroes? Why?

How do our environment and the protection of it impact the Hispanic world?

Assessments:

Communicative tasks including the presentational, interpretive, and interpersonal modes.

Essays

Traditional quizzes and tests

Assessments which integrate technology

Unit of study 1

Unit Title: Unit One

What are we like?

Essential Questions of the Unit:

- 1. Who am I and how do others perceive me?**
- 2. What activities do I enjoy and why?**
- 3. What are the similarities and differences among people?**
- 4. Do people reflect the culture in which they live?**

Assessments:

- 1. Personal collage including description, personal likes and dislikes and comparing themselves with others.**
- 2. Oral presentation of collage.**
- 3. Listening: interpretive task related to conversation between two senior citizens.**

Content:

Culture:

1. Compare and contrast people of different generations.
2. Compare and contrast Americans to immigrants.

Vocabulary:

1. Descriptive adjectives
2. Pastimes and entertainment
3. Interrogative words

Grammar:

1. The verb “gustar” and other similar verbs.
2. Indirect object pronouns
3. The present tense and past tenses
4. Phrases to make comparisons
5. The verbs “ser” and “tener”
6. Adjective agreement
7. Stem-changing verbs

Skills:

1. Posing/responding to questions about yourself and others.
2. Expressing likes and dislikes and describing why.
3. Describing people and things.
4. Comparing people and things.

Purpose / Rational of the unit:

Students will review and reinforce their knowledge and understanding of familiar Spanish vocabulary and grammatical structures. They will also begin to develop a personal perspective as it relates to others and the world around them. Through the activities in this unit, students will be able to interact in Spanish with peers, in pairs and small groups, patterns that will be repeated throughout the course. It is important that they develop a sense of collaboration from the beginning of the course.

New Jersey Core Curriculum Content Standards:

- 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**
- 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

Time Frame of Unit:

Eight weeks

Instructional Activities:

- 1. Oral paired dialogues**
- 2. Student created situations where students express likes and dislikes**
- 3. Guided writing**
- 4. Creative writing**
- 5. Listening to a discussion by Senior Citizens comparing teenagers to older generations.**
- 6. Collage/Project: “Who am I? and What am I like?” To describe themselves students will create a poster which will include the initials of the first name, descriptive adjectives and expressions beginning with those initials, and pictures related to interests pastimes, and the descriptive words.**

Unit of Study

Unit Title: Unit 2: The Immigration Experience

Essential Questions of the Unit:

- 1. Why do people emigrate/immigrate?**
- 2. What are the advantages and disadvantages of emigration and immigration?**
- 3. What impact does immigration have on society?**

Assessments:

Communicative tasks including the presentational, interpretive, and interpersonal modes.

Essay

Immigration poster/project

Assessments which integrate technology

Content:

Culture:

- 1. What is immigration? What is emigration?**
- 2. What feelings are associated with the immigration/emigration process?**
- 3. What does it mean to be an illegal immigrant?**
- 4. What contributions have immigrants, both legal and illegal, made to the culture and society of the United States?**
- 5. What are their advantages and disadvantages of immigration to the USA?**
- 6. Using the most recent statistics of the US Census, what is the demographic distribution of immigrants throughout the USA and what are the implications?**

Vocabulary:

- 1. Words associated with “the moving experience”**
- 2. Countries**
- 3. Adjectives of nationality**
- 4. Adjectives of “feelings”: fear, trepidation, anxiety**

Grammar:

- 1. Imperfect subjunctive in “if clauses” (using the conditional)**
- 2. Infinitive constructions**
- 3. Future tense (“to go to” + the infinitive)**
- 4. Regular future tense**

Skills:

- 1. Describing and discussing the topic of immigration in the target language.**
- 2. Expressing opinion, doubt, emotion and necessity.**
- 3. Using the subjunctive tense to effectively communicate when expressing opinions, doubt, emotions, and necessity.**
- 4. Completing interpretive tasks involving listening, reading, and viewing.**
- 5. Comparing and contrasting immigration experiences from the point of view of both a legal and illegal immigrant, as well as native resident of the target country.**

Purpose / Rational of the unit:

Students will gain clearer insight into the demographics of the Hispanic population in the United States. Students will also be asked to reflect about what it means to find a new home, possibly in a new country.

New Jersey Core Curriculum Content Standards:

- 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**
- 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

Time Frame of Unit:

Eight weeks

Instructional Activities:

- 1. Brainstorming phrases and words related to immigration**
- 2. Write an essay about the immigration experience**
- 3. Listening to authentic speakers**
- 4. Completing two graphic organizers**
- 5. Venn Diagrams**
- 6. Read authentic materials (poems and interviews)**
- 7. Making inferences**
- 8. Interpreting the US Census**
- 9. Summarizing reading materials**
- 10. Poster/project: “The Immigrant Experience”**

Materials and Resources:

Poster board, tape and glue, markers or crayons
Construction paper and scissors
Cassette recorder and recording
Map of the Hispanic presence in the US
Current US Census (Internet)
Magazines, pictures or drawings

Unit of Study

Unit Title: Unit 3:

**New Perspectives on Legends,
Folklore, and the Arts**

Essential Questions of the Unit:

What is a legend?

How does a legend explain conflicts, moral issues and historical events?

How do different works of art explain historical events in the Spanish speaking world?

How has the blending of indigenous people with the Europeans transformed and enriched the Hispanic culture?

Assessments:

- 1. Read the legend of “Popo and Ixtla”**
- 2. Complete graphic organizers**
- 3. Poster project/Story board**
- 4. Group oral presentation**
- 5. Interpret and analyze works of art**
- 6. Drawing to show comprehension**

Content:

Culture

- 1. Interpreting and analyzing literature and works of arts such El Greco, Goya, Picasso, Horacio Quiroga.**
- 2. The enduring legacy of art from the Spanish speaking world through diverse works of art.**

Vocabulary:

- 1. Terms that refer to history, people and places**
- 2. Basic artistic and literary terms**
- 3. Terms that refer to nature and geography**

Grammar

- 1. Contrast preterite and imperfect tenses**
- 2. Past participle as an adjective**
- 3. Reflexive verbs**
- 4. Conditional tense**

Skills:

- 1. Comparing and contrasting works of arts**
- 2. Describing works of art**
- 3. Reading and listening for detail**

Purpose / Rational of the unit:

Students will discuss some aspects of the geography and climate, history and people of the Spanish speaking world through artistic interpretations.

New Jersey Core Curriculum Content Standards:

- 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**
- 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

Time Frame of Unit: 8 weeks

Instructional Activities:

- 1. Group activities**
- 2. Think, pair and share**
- 3. Creative writing**
- 4. Group creation of a story board**
- 5. Listening to cassette recording of authentic argentine speaker**

Materials and Resources:

- 1. Cassette recorder and recordings**
- 2. Newsprint, glue, tape, scissors, markers, crayons and posters**
- 3. Transparencies and overhead projector**
- 4. Pictures of the various work of art**

Unit of Study

Unit Title: Unit 3

New Perspectives on the Arts

Essential Questions of the Unit:

What is a legend?

How does a legend explain conflicts, moral issues and historical events?

How do different works of art explain historical events in the Spanish speaking world?

How has the blending of indigenous people with the Europeans transformed and enriched the Hispanic culture?

Assessments:

7. Read and depict the legend of “Popo and Ixtla”

8. Complete graphic organizers

9. Poster project/Storyboard

10. Group oral presentations

11. Analyze and discuss works of art of El Greco, Goya, and Picasso

12. Demonstrate comprehension using drawings

13. Read and depict the story “A la deriva” by Horacio Quiroga

Content:

Culture

- 3. Interpretation, discussion, and analysis of literature and works of art by El Greco, Goya, Picasso, and Horacio Quiroga.**
- 4. Awareness and understanding the enduring legacy of art and literature from the Spanish speaking world**

Vocabulary:

- 4. Historical terms related to people and places**
- 5. Basic artistic and literary terms**
- 6. Terms that refer to nature and geography**

Grammar

- 5. Contrast preterit and imperfect tenses**
- 6. Use of the past participle as an adjective**
- 7. Reflexive verbs**
- 4. Conditional tense**

Skills:

- 4. Compare and contrast works of art**
- 5. Recognize artists and their works**
- 6. Understand genres of art and literature**
- 7. Describe, analyze, and discuss artists and their works of art**
- 8. Learn about El Greco, Goya, and Picasso who are artists of Spain**
- 9. Learn about and read text written by Horacio Quiroga, an author from Uruguay and Argentina.**
- 10. Learn about the geography of Uruguay, Argentina, and other regions of South America.**
- 11. Develop an understanding of how art and/or literature can be a personal reflection of an artist and/or author; providing us also with an historical perspective of the era in which it was created.**
- 12. Read and listen critically, focusing on details**

Purpose / Rational of the unit:

Students will learn to recognize, analyze, and discuss specific works of literature and art and the authors and artists who created them. Included in the studies will be aspects of history, geography and climate related to different regions of the Spanish speaking world.

New Jersey Core Curriculum Content Standards:

- 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**
- 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

Time Frame of Unit:

Eight weeks

Instructional Activities:

- 1. Cooperative learning activities**
- 2. Read, discuss, and depict the story of “Ixtla and Popo”**
- 3. Complete written activities related to the story**
- 4. Create a storyboard depicting “Ixtla and Popo” in cooperative groups**
- 5. Complete a creative writing activity**
- 6. Complete interpretive tasks related to a recording of authentic Argentine speaker**
- 7. Read, discuss, and depict the story of “A la Deriva”, written by Horacio Quiroga.**
- 8. Learn about the personal history and background of Quiroga**
- 9. Learn about geographical areas of South America**

Materials and Resources:

- 5. Pacesetter text and ancillary materials**
- 6. Cassette recorder and recordings**
- 7. Newsprint, glue, tape, scissors, markers, crayons and posters**
- 8. Transparencies and overhead projector**
- 9. Pictures of the various works of art**
- 10. Resources related to the author(s) and the artists**

**Southern Regional High School District
Course of Study**

Department _____ Course Number: _____

Course Title:

Essential Questions of the Course:

Assessments:

Unit of Study

Unit Title: Unit 4 Heroes and leaders

Essential Questions of the Unit:

What and who are heroes? Why?

What do leaders and heroes have in common?

How are they different?

Assessments:

- 1. Round table discussion**
- 2. Creative writing**
- 3. Group oral presentation**

Content:

Culture

- 1. Differences and similarities in the concepts of heroes and leaders across cultures.**

Vocabulary

- 1. Terminology associated with heroes and leaders**
- 2. Words associated with achievements, contributions and characteristics**
- 3. Expressing feelings, preferences and opinions about heroes and leaders**
- 4. Vocabulary associated with defending their point of view**

Grammar

- 1. Present perfect**
- 2. Preterite and imperfect tenses**
- 3. Impersonal phrases used with the subjunctive**
- 4. Action verbs such as –defender, luchar, combatir, apoyar, etc.**
- 5. Tener que ---Infinitive constructions**

Skills:

- 1. Expressing and defending opinions**
- 2. Explain why they might disagree and defend their point of view**
- 3. Compare and contrast heroes/leaders based on their contributions**
- 4. Make inferences**

Purpose / Rational of the unit:

At the end of this unit, students will be able to explain, define, and give characteristics of what a hero is and what leaders and idols are. Students will be able to identify and appreciate cultural differences reflected in the concept of a hero. Students will express feelings, preferences and opinions and will compare and contrast ideas.

New Jersey Core Curriculum Content Standards:

7.1 All students will be able to communicate in at least one world language in addition to English.

7.2 All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

Time Frame of Unit: 8 weeks

Instructional Activities:

- 1. Brainstorm adjectives**
- 2. Complete graphic organizers**
- 3. Group and pair discussions**
- 4. Group oral presentation**
- 5. Listening to two native speakers debate about their concept of a leader and a hero**
- 6. Group project- create an invitation to a banquet honoring “Hero of the century”**

Materials and Resources:

- 1. Cassette recorder and recording**
- 2. Newsprint, construction paper, glue, scissors, crayons, markers, pictures**
- 3. Video – Top 100 American heroes of the century**

Unit of Study

Unit Title: Our Environment

Essential Questions of the Unit:

How do our environment and the protection of it impact the Hispanic World?

How have deeply ingrained customs and habits effected the environment in the Hispanic World?

How do I contribute workable, cost-effective solutions to a targeted audience (The Hispanic World)?

Assessments:

Create a storyboard using Kar2ouche software program. Students will create scene by scene (frames) in which conservation issues will be discussed. The result will be a documentary will highlight areas in which the environment has been impacted both negatively and positively. In addition, students will utilize other means of communication (posters, newsletters, taped debates) to deliver a comprehensive educational message to a targeted audience.

Content:

Culture:

- 1. Students will investigate environmental issues locally and in Hispanic countries.**
- 2. Understanding how the “jobs vs. the environment” debate impacts the Hispanic community, both within the USA and abroad.**

Vocabulary:

- 1. Terms associated with the environment, for example words relating to the natural environment as well as words relating to industry.**
- 2. Words and terms relating to debating environmental issues.**

Grammar:

- 1. All tenses, with particular emphasis on the subjunctive, conditional and future tenses.**

Skills:

- 1. Participate in asking and answering questions.**
- 2. Debating based on facts and theory.**
- 3. Creating a storyboard.**

Purpose / Rationale of the unit:

Students will be able to explain and discuss the main environmental challenges that they will face as they enter adulthood and the workplace.

Students will be able to comprehend how environmental policies impact the peoples of this planet, including Hispanics by means of investigation. (Students will utilize the Internet and other traditional forms of media.)

New Jersey Core Curriculum Content Standards:

7.1 Communication: All students will be able to communicate in at least one world language in addition to English.

7.1 A. Interpretive Mode

7.1 B. Interpersonal Mode

7.1 C. Presentational Mode

7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

7.2 A. Interpretive Mode

7.2 B. Interpersonal Mode

7.2 C. Presentational Mode

Time Frame of Unit: 2-3 weeks

Instructional Activities:

- 1. Storyboard using Kar2ouche Software**
- 2. Question and Answer session**
- 3. Worksheet (Grammar-specific)**
- 4. Demonstration (Kar2ouche, posters, debates, newsletter, skits)**
- 5. Think pair share (Identifying issues and proposing workable, cost effective solutions.)**
- 7. Brainstorm activity: activating and utilizing prior knowledge learned from science classes.**
- 8. Identify environmental problems and issues and create multiple solutions.**

Materials and Resources: