

# WORLD LANGUAGE DEPARTMENT

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## SPANISH IV ADVANCED CURRICULUM 2016

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## DEPARTMENT World Languages

## COURSE: Advanced Spanish 4

| Week | Marking Period 3  | Week | Marking Period 1  |
|------|---|------|---|
| 1    | Discussion of family immigration and cultural family practices.   | 21   | Students will learn the present subjunctive.  |
| 2    | Review preterito/imperfect. Family timeline   | 22   | What do you want to be? Vocabulary related to career choices. What careers are available to bilingual applicants?                 |
| 3    | La Tamalada poem, poem creation, family food  | 23   | What career options are available for bilingual applicants? Job searches.   |
| 4    | Read and discuss how early immigrants arrived and why.  | 24   | Study of authentic CV's and cover letters. What is important to sell yourself? Compare and contrast a resume with a cover letter. |
| 5    | How have immigration laws changed through the years-INS website and vocabulary. Assessment on immigration | 25   | Create your own cover letter and resume.  |
| 6    | Discussion of how immigrants have shaped and contributed to the US.                                       | 26   | Vocabulary for an interview. Watch interview advice videos. Brainstorm questions for an interview.                                |
| 7    | Research on famous Hispanics and their contributions to the US  | 27   | Review of past tense. Students use the past tense to explain what they have done to prep them for a job they want.                |
| 8    | Read sections of Cajas de Carton and do assessment.   | 28   | Students will review the future tense and will discuss what they will offer and what they will do.                                |
| 9    | Debate on immigration   | 29   | Students will practice for an interview and will participate in an interview in Spanish.  |
| 10   | Final conversation and assessment activities  | 30   | Reflection on resume and cover letter.  |
| Week | Marking Period 2  | Week | Marking Period 4  |
| 11   | Introduction to Spanish artists. Learn vocabulary related to visual art.                                  | 31   | Car rental vocabulary-web quest   |
| 12   | Describe and draw works of art. Review ser/estar.   | 32   | Skits-Rent a car in Mexico  |
| 13   | Introduction to various singing artists.  | 33   | Parts of the car and accident vocabulary  |
| 14   | Create and show a music video from a Spanish artist.  | 34   | Past tense review. Video-report on an accident  |
| 15   | Learn authentic Spanish dances.   | 35   | Commands-discussion of safe driving practices   |
| 16   | Learn theater vocabulary and explain experiences in the theater.  | 36   | Subjunctive review. Voice-thread using commands for safe driving practices.   |
| 17   | Study plays by Garcia Lorca.  | 37   | Problems with travel-natural disasters, strikes, etc.   |
| 18   | Students create and perform their version of Garcia Lorca plays.  | 38   | Ask for/give directions   |
| 19   | Mid-term review   | 39   | Review for final exam   |
| 20   | Mid-term exam   | 40   | Final exam  |

| Time Frame  | Marking Period 1 |
|---|------------------|
| <b>Topic</b>  |                  |
| Bilingual Careers and Professional Opportunities  |                  |
| <b>Essential Questions</b>  |                  |
| <ul style="list-style-type: none"> <li>• Can you discuss goals for your future career?</li> <li>• Can you participate in an interview in Spanish?</li> <li>• Can you create a resume and cover letter in Spanish?</li> <li>• Can you recognize how being fluent in another language greatly increases your opportunities?</li> </ul>  |                  |
| <b>Enduring Understandings</b>  |                  |
| <ul style="list-style-type: none"> <li>• Being fluent in Spanish will greatly increase employability</li> <li>• Preparing for an interview leads to success</li> <li>• A well written and structured resume and cover letter is essential to obtaining a job</li> <li>• Many professions require knowledge of the Spanish language</li> </ul>   |                  |
| <b>Alignment to NJCCCS</b>  |                  |
| 7.1.IM.A.1-5, 7-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5   |                  |
| <b>Key Concepts and Skills</b>  |                  |
| <b>Communication</b>  |                  |
| <ol style="list-style-type: none"> <li>1. Students will be able to apply for a position in Spanish</li> <li>2. Students will be able identify and express their personal goals.</li> <li>3. Students will be able to conduct an interview and describe their attributes in Spanish.</li> <li>4. Students will be able to advocate the professional advantages of being bilingual.</li> <li>5. Students will be able to describe job responsibilities in a variety of professions in Spanish.</li> </ol> |                  |
| <b>Grammar</b>  |                  |
| <ol style="list-style-type: none"> <li>1. Teach present subjunctive</li> <li>2. Review of Conditional/Future</li> <li>3. Review of past tense</li> <li>4. Review of ser and adjective agreement</li> </ol>  |                  |
| <b>Culture</b>  |                  |
| <ol style="list-style-type: none"> <li>1. Students will understand the importance of being bilingual when applying for jobs.</li> <li>2. Students will understand the differences between a Curriculum Vitae and a Resum</li> <li>3. Students will learn about the structure of the work day/environment</li> <li>4. Students will learn that the term success is cultural.</li> </ol>  |                  |
| <b>Learning Activities</b>  |                  |
| <ul style="list-style-type: none"> <li>• Read authentic resumes</li> <li>• Watch videos of interviews</li> <li>• Make career goals</li> <li>• Newspaper clippings/videos</li> <li>• Family timeline</li> <li>• Journals</li> <li>• Organizers</li> <li>• Audio activities</li> <li>• Comprehension activities</li> <li>• Conversation stations</li> <li>• Dramatizations</li> <li>• Bell Ringers</li> </ul>   |                  |

- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

**Assessments**

- Create cover letter
- Create resume
- Participate in an interview
- Presentational writing prompt
- Role play
- Poem
- Homework
- Story creation
- Google voice assessment
- Presentational speaking prompt
- Personal journal
- Online assessment activity

**21<sup>st</sup> Century Skills**

|          |                        |          |                      |          |                |          |               |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>X</b> | Creativity             | <b>X</b> | Critical Thinking    | <b>X</b> | Communication  | <b>X</b> | Collaboration |
| <b>X</b> | Life and Career Skills | <b>X</b> | Information Literacy | <b>X</b> | Media Literacy |          |               |

**Interdisciplinary Connections**

Career placement, Writing, Economics, Informational Technology

**Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**  
 Skype, Voki, Voice thread, blog, youtube, glogster, google voice, google doc, twitter, facebook, elmo, google earth, google maps, prezi, powerpoint, mixbook, butterfile, poll everywhere, cell phones

| <b>Time Frame</b>  | <b>Marking Period 2</b> |
|--|-------------------------|
| <b>Topic</b>   |                         |
| Famous Artists from Today and Yesterday  |                         |
| <b>Essential Questions</b>   |                         |
| <ul style="list-style-type: none"> <li>• Can you identify famous artists and where they are from?</li> <li>• Can you recognize traditional genres of dance and perform their basic steps?</li> <li>• Can you describe an experience in the theater?</li> <li>• Can you recognize artistic styles according to the artist?</li> <li>• Can you describe artwork, where they are located today and give your preference?</li> <li>• Can you understand the lyrics of various Spanish songs?</li> <li>• Can you connect art to historical occurrences?</li> </ul>  |                         |
| <b>Enduring Understandings</b>   |                         |
| <ul style="list-style-type: none"> <li>• Famous Spanish speaking artists have greatly influenced the world</li> <li>• There are numerous types/styles of “art”</li> <li>• Art preferences vary</li> <li>• Political times influence art</li> <li>• Art reflects the culture of the time period in which it is created</li> </ul>   |                         |
| <b>Alignment to NJCCCS</b>   |                         |
| 7.1.IM.A.1-5, 7-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5  |                         |
| <b>Key Concepts and Skills</b>   |                         |
| <p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to describe works of art and their preference.</li> <li>2. Students will be able to explain the influence of various artists in today’s world.</li> <li>3. Students will be able to describe an experience in the theater.</li> <li>4. Students will be able to perform a play in Spanish.</li> <li>5. Students will be able to sing authentic Spanish songs and interpret their lyrics.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Verbs like gustar</li> <li>2. Prepositions with estar</li> <li>2. Presente</li> <li>3. Feminine/Masculine agreement</li> <li>4. Comparative and Superlative</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the influence art has had in the world.</li> <li>2. Students will recognize where famous art pieces/artists and their origins.</li> <li>3. Students will understand the inspiration behind various works of art.</li> <li>4. Students will recognize and perform various Spanish dances.</li> <li>5. Students will compare and contrast authentic works of art.</li> </ol> |                         |
| <b>Learning Activities</b>   |                         |
| <ul style="list-style-type: none"> <li>• Read plays by Federico Garcia Lorca</li> <li>• Karaoke</li> <li>• Dance choreography</li> <li>• Observe works of art</li> <li>• Newspaper clippings/videos</li> <li>• Maps</li> <li>• Webquest-Prado</li> <li>• Virtual tour-Prado</li> </ul>   |                         |

- Info gap-describe works of art
- Google Maps
- INS webpage
- Family timeline
- Ethnic food preparation
- Journals
- Organizers
- Weather picture prompts
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

**Assessments**

- Dance performance
- Original playwriting and performing
- Music video
- Art critiquing
- Visual art product
- Presentational writing prompt
- Role play
- Poem
- Homework
- Story creation
- Google voice assessment
- Presentational speaking prompt
- Personal journal
- Online assessment activity

**21<sup>st</sup> Century Skills**

|          |                           |          |                         |          |                   |          |                   |
|----------|---------------------------|----------|-------------------------|----------|-------------------|----------|-------------------|
| <b>X</b> | Creativity                | <b>X</b> | Critical Thinking       | <b>X</b> | Communicatio<br>n | <b>X</b> | Collaboratio<br>n |
| <b>X</b> | Life and Career<br>Skills | <b>X</b> | Information<br>Literacy | <b>X</b> | Media Literacy    |          |                   |

**Interdisciplinary Connections**

Visual Arts, Performing Arts, Music, Dance, Sociology, Human Geography, Performing Arts, Informational Technology

**Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration** Skype, Voki, Voice thread, blog, youtube, glogster, google voice, google doc, twitter, facebook, elmo, google earth, google maps, prezi, powerpoint, mixbook, butterfile, poll everywhere, cell phones

|   |                         |
|---|-------------------------|
| <b>Time Frame</b>   | <b>Marking period 3</b> |
| <b>Topic</b>  |                         |
| The American Dream  |                         |
| <b>Essential Questions</b>  |                         |
| <ul style="list-style-type: none"> <li>• Can you identify who were the original immigrants?</li> <li>• Can you identify where your family originated from and their steps to Americanization?</li> <li>• Can you describe your family traditions?</li> <li>• Can you recognize trends in immigration today and compare to your family's migration?</li> </ul>   |                         |
| <ul style="list-style-type: none"> <li>• Groups immigrated to the United States even before there was a United States</li> <li>• Immigration trends and laws have changed dramatically through the years</li> <li>• Each immigrant culture brings a rich set of traditions to the United States</li> <li>• Traditions vary based on culture and religion</li> <li>• The United States has been impacted by the Spanish language</li> </ul>  |                         |
| <b>Alignment to NJCCCS</b>  |                         |
| 7.1.IM.A.1-5, 7-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5   |                         |
| <b>Key Concepts and Skills</b>  |                         |
| <b>Communication</b>  |                         |
| <ol style="list-style-type: none"> <li>1. Students will be able to identify how Spanish arrived to the new world and why.</li> <li>2. Students will be able to describe their family traditions to a classmate.</li> <li>3. Students will be able to explain trends in immigrations</li> <li>4. Students will be able to carry a conversation their family's migration/heritage</li> <li>5. .Students will be able to discuss the contributions made by Hispanics in the USA.</li> <li>6. Students will be able to describe the current immigration process.</li> </ol> |                         |
| <b>Grammar</b>  |                         |
| <ol style="list-style-type: none"> <li>1. Preterito/Imperfecto</li> <li>2. Review of Present</li> </ol>   |                         |
| <b>Culture</b>  |                         |
| <ol style="list-style-type: none"> <li>1. Students will understand current rules/regulations regarding immigration and how these rules have changed through the years.</li> <li>3. Students will understand the influence of the various Hispanic immigrant groups in the USA.</li> <li>4. Students will compare and contrast their own culture to other cultures.</li> <li>5. Students will recognize a conquistador and the historical importance of their actions.</li> </ol>  |                         |
| <b>Learning Activities</b>  |                         |
| <ul style="list-style-type: none"> <li>• Read excerpts from Cajas de Carton</li> <li>• Newspaper clippings/videos</li> <li>• Maps</li> <li>• La Tamalada Poem</li> <li>• Google Maps</li> <li>• INS webpage</li> <li>• Family timeline</li> <li>• Ethnic food preparation</li> <li>• Journals</li> <li>• Organizers</li> <li>• Audio activities</li> </ul>  |                         |



- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

**Assessments**

- Debate
- Presentational writing prompt
- Role play
- Poem
- Homework
- Story creation
- Google voice assessment
- Presentational speaking prompt
- Personal journal
- Online assessment activity

**21<sup>st</sup> Century Skills**

|          |            |          |                         |          |                   |          |                   |
|----------|------------|----------|-------------------------|----------|-------------------|----------|-------------------|
| <b>X</b> | Creativity | <b>X</b> | Critical Thinking       | <b>X</b> | Communicatio<br>n | <b>X</b> | Collaboratio<br>n |
| <b>X</b> | Skills     | <b>X</b> | Information<br>Literacy | <b>X</b> | Media Literacy    |          |                   |

**Interdisciplinary Connections**

Geography, Sociology, Human Geography, Political Science, Performing Arts, Visual Art, Religion, Informational Technology

**Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration** Skype, Voki, Voice thread, blog, youtube, glogster, google voice, google doc, twitter, facebook, elmo, google earth, google maps, prezi, powerpoint, mixbook, butterfile, poll everywhere, cell phones

| Time Frame  | Marking Period 4 |
|---|------------------|
| <b>Topic</b>  |                  |
| On the Road Again   |                  |
| <b>Essential Questions</b>  |                  |
| <ul style="list-style-type: none"> <li>• Can you secure and use a vehicle in a Spanish speaking country?</li> <li>• Can you explain traffic problems that could arise?</li> <li>• Can you give/ask for directions?</li> <li>• Can you recognize safe driving practices/procedures?</li> </ul>   |                  |
| <b>Enduring Understandings</b>  |                  |
| <ul style="list-style-type: none"> <li>• Securing a vehicle relies heavily on understanding the language and regulations of a country.</li> <li>• Complications in travel arise frequently and are caused by various circumstances.</li> <li>• Traffic laws/signs vary according to country.</li> <li>• Proper etiquette is necessary in order to ask for directions.</li> </ul>  |                  |
| <b>Alignment to NJCCCS</b>  |                  |
| 7.1.IM.A.1-5, 7-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5   |                  |
| <b>Key Concepts and Skills</b>  |                  |
| <b>Communication</b>  |                  |
| <ol style="list-style-type: none"> <li>1. Students will be able to obtain a rental vehicle in Spanish.</li> <li>2. Students will be able to explain a traffic accident or problem.</li> <li>3. Students will be able to ask for/give directions.</li> <li>4. Students will be able to discuss problems that impede travel.</li> <li>5. Students will be able to recognize and describe safe driving practices.</li> </ol>     |                  |
| <b>Grammar</b>  |                  |
| <ol style="list-style-type: none"> <li>1. Commands-Affirmative and Negative (Formal and Informal)</li> <li>2. Por/Para</li> <li>3. Preterito vs. Imperfecto</li> <li>4. Demonstrative Adjectives</li> </ol>   |                  |
| <b>Culture</b>  |                  |
| <ol style="list-style-type: none"> <li>1. Students will be able to read and understand traffic signs in Spanish.</li> <li>2. Students will recognize practices and conditions that impede travel.</li> <li>3. Students will understand that driving laws/regulations vary according to country.</li> <li>4. Students will understand the conversion of miles to kilometers and meters.</li> </ol>                             |                  |
| <b>Learning Activities</b>  |                  |
| <ul style="list-style-type: none"> <li>• Avis rent a car website</li> <li>• Authentic traffic sign readings</li> <li>• Newspaper clippings/videos</li> <li>• Role play-accident</li> <li>• Role play-taxi/client</li> <li>• Compare/Contrast driving laws</li> <li>• Voice thread-public service announcement</li> <li>• Cash cab</li> <li>• Maps</li> <li>• Google Maps</li> <li>• Journals</li> <li>• Organizers</li> </ul> |                  |

- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

### Assessments

- Role plays
- Presentational writing prompt
- Traffic signs
- Newscast
- Public service announcement
- Homework
- Story creation
- Google voice assessment
- Presentational speaking prompt
- Personal journal
- Online assessment activity

### 21<sup>st</sup> Century Skills

|   |                        |   |                      |   |                |   |               |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity             | X | Critical Thinking    | X | Communication  | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | Media Literacy |   |               |

### Interdisciplinary Connections

Geography, Sociology, Drivers Education, Performing Arts, Visual Art, Math, Informational Technology

### Technology Integration

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