

Montclair High School
Spanish IV HH / 9-12
Montclair Public Schools



Montclair Public Schools
Montclair High School
Spanish IV HH Curriculum

Grade(s) 10-12

Approved by the Montclair Board of Education
2012

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ACKNOWLEDGEMENTS

This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Spanish that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Spanish teachers employed by the Montclair Public Schools.

Introduction: This document explains the curriculum for Spanish: College Prep for the Montclair Public School District.

Purpose:

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

Statement of Philosophy:

The purpose of this course is to expose students to the Spanish culture and language through listening, writing, speaking and reading. This class embodies a diversify group of topics from summer vacations, sports, friendship, stereotypes, role of the family, food & desserts, art & music, and technology & media. The students will be involved in both individual and group work. This class will foster communication skills, critical thinking, and break preconceived notions.

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the [New Jersey Core Curriculum Content Standards](#) at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children

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acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 1: The focus of this unit is to develop phrases to be used in order to express impressions about the text. Students will compare and contrast ideas. Students will identify the different parts of a letter. Students will write an informal and formal correspondence. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Identify new vocabulary and define meaning in a new context

Unit 2: The focus of this unit uses contextual clues and use lexical register. Students will compose a biographical sketch and write an autobiographical episode. Students will discuss the importance of a family. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this unit is to recognize different formats of public ad and design an ad. Students will write a convincing essay about the need to conserve energy. Student will identify graphic clues. Students will read about programs for Spanish speakers in the United States. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 4: The focus of this unit is to draw own conclusions and generalization. Students will write journal style questions and consult appropriate sources. Student will use certain expressions in order to present information. Students will tell classmates a fantastic and mysterious story. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Identify main words

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Unit 5: The focus of this unit is to construct sentences from the story in chronological order. Students will read statement about the story and express their opinion. Student will recognize and use synonyms and antonyms. Students will write a persuasive essay. Students will create a script about the life of a teenage. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)
Make predictions based on quotes from the text

Unit 6: The focus of this unit is to explain metaphors and similes in a poem. Students will recognize words in old Spanish context. Students will write a story about a modern –day Don Quijote. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Spanish Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal and presentational mode of communication.

Spanish 4 High Honors is a full-year course for Montclair High School students and introduces and prepares students to acquire the fundamentals of the Spanish language and culture. This course is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of Spanish-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing.

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SECTION II

Course Description

Spanish IV High Honors is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of Spanish-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged to develop a lifelong interest in the Spanish language and culture through a variety of experiences and activities.

This course will consist of 6 units.

Thematic Units for Spanish IV High Honors

1. ¡Así somos!
2. La niñez
3. El mundo en que vivimos
4. El misterio y la fantasía
5. El amor
6. El poder de la palabra

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Unit 1: ¡Así somos!

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Family plays an important role in all societies and cultures.	How is the role of the family in Spanish society similar to and different from the role of the family in your culture? How has the Spanish family changed over time?

Skills	Key Content
Listening Speaking Reading Writing	Identify new vocabulary and define meaning in a new context <ul style="list-style-type: none"> •Use context clues •Compare and contrast ideas •Develop phrases to be used in order to express impressions about the text •Recognize and use synonyms and antonyms •Identify the different parts of a letter • Write Informal and formal correspondence Grammar Use preterite and imperfect of stative verbs

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	<p>Use grammatical reflexive</p> <p>Use lo and lo que</p> <p>Use subjunctive after adverbial conjunctions</p> <p>Use subjunctive with future actions</p> <p>Use indicative with habitual or past actions</p> <ul style="list-style-type: none">•Uses of indicative mood•Verbs: ser, estar, gustar•Use the present progressive•Use the present perfect• Use comparatives• Identify rules of stress•The use and sound of the letters /h/ and /y•Use phrases in order to express feelings, opinions and point of view•Identify the characteristics of a legend
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	<ul style="list-style-type: none"> • Contrast fiction vs. reality • Read and analyze a Colombian legend • Discuss the different means of folklore in Latin America
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<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also</p>
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		<p>included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 4 is a continuation of the study of Spanish 3 but requiring the use of previously learned knowledge. Spanish 4 students will use more level 4 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 3 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be</p>
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		encouraged work in teams to help build each other's proficiency.
<p>Resources:</p> <ul style="list-style-type: none"> • Holt Advance Spanish “Nueva Vistas”. Student book. • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students converse in pairs to discuss their families. • In pairs, students exchange information on family members and report back to the class. • Students talk about their favorite relative and give reasons why this person is their favorite. • Students read a narrative about a family's daily activities and answer questions based on the narrative. • Students write a short description about their family members. • Students use pictures from magazines to make an imaginary family tree; they assign a Spanish name to each person 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Spanish. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>

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Unit 2: La niñez

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Family plays an important role in all societies and cultures.	How is the role of the family in Spanish society similar to and different from the role of the family in your culture? How has the Spanish family changed over time?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> •Identify new vocabulary and define meaning in a new context •Think aloud while reading •Make deductions •Use of contextual clues •Use of lexical register •Compose a biographical sketch

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•Write an autobiographical episode

•Write about someone's life

Use verbs with indirect object pronouns

Use verbs that express "to become"

Use of se

Review conditional

Use past subjunctive with hypothetical statement

Use more on past subjunctive

•Use the Indicative

•Use the preterit and the imperfect

• Use nominal pronouns

• Use indirect and direct object

•Use the preterit and imperfect

•Use the past continuous and the past perfect

•Written accents in palabras agudas y llanas

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	<ul style="list-style-type: none"> •The use and sound of the letters /b/ and /v/ and /m/ and /n/ •Recognize context clues in order to improve reading comprehension of text •Use appropriate lexical register in oral or written communication form •Discuss the importance of the family •Identify historical facts of the Spanish Speaking World
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<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the</p>
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		<p>three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 4 is a continuation of the study of Spanish 3 but requiring the use of previously learned knowledge. Spanish 4 students will use more level 4 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 3 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a</p>
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		<p>greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged to work in teams to help build each other's proficiency.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Holt Advance Spanish “Nueva Visión” Student book. • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students converse in pairs to discuss their families. • In pairs, students exchange information on family members and report back to the class. • Students talk about their favorite relative and give reasons why this person is their favorite. • Students read a narrative about a family's daily activities and answer questions based on the narrative. • Students write a short description about their family members. • Students use pictures from magazines to make an imaginary family tree; they assign a Spanish name to each person 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Spanish. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current</p>

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		portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.
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Unit 3: El mundo en que vivimos

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Family plays an important role in all societies and cultures.	How is the role of the family in Spanish society similar to and different from the role of the family in your culture? How has the Spanish family changed over time?

Skills	Key Content
Listening Speaking Reading	Identify new vocabulary and define meaning in a new context •Identify graphic clues

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Writing

- Organize visually cause and effect through chain reaction
- Recognize different formats of a public ad
- Design an ad
- Write a convincing essay about the need to conserve energy

Review preterite and imperfect in storytelling

Review preterite and imperfect contrasted

Review por and para

Review the use of subjunctive

Use sequence of tenses

Use more on sequence of tenses

Review present and past progressive

Review the verb haber

Review expressions of time

Review future tense

Review subjunctive with doubt, denial, and feelings

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	<p>Review subjunctive and indicative in adverbial clauses</p> <ul style="list-style-type: none">•Identify the uses of the future, the future perfect, the conditional, reflexive verbs and the imperative•Simultaneous use of direct and indirect object•Use simple and complex sentences•Accentuation, diphthong and hiatus•Letter and sound: the /s/ sound•Diversity in the Hispanic world•Neologisms and cognates in improvised dialogue•Infusion of technology around world languages•Compare and contrast mythological legends according to different indigenous groups• •Compare and contrast climate and landscape in the Spanish speaking world
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Assessment:	Rubric	Key Criteria for Differentiation
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<ul style="list-style-type: none">• Short oral dictation• Original dialogs• Informal teacher observations to evaluate student's responses to greetings• Quizzes• Class participation• Performance on teacher-generated materials	See below	<p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 4 is a continuation</p>
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		<p>of the study of Spanish 3 but requiring the use of previously learned knowledge. Spanish 4 students will use more level 4 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 3 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Holt Advance Spanish “Nueva Vistas”. Student book. • Blackboard. 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students converse in pairs to discuss their families. • In pairs, students exchange information on family members and report back to the class. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a

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<ul style="list-style-type: none"> • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<ul style="list-style-type: none"> • Students talk about their favorite relative and give reasons why this person is their favorite. • Students read a narrative about a family's daily activities and answer questions based on the narrative. • Students write a short description about their family members. • Students use pictures from magazines to make an imaginary family tree; they assign a Spanish name to each person 	<p>cartoon with introductory phrases in Spanish.</p> <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Unit 4: El misterio y la fantasía

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Family plays an important role in all societies and cultures.	How is the role of the family in Spanish society similar to and different from the role of the family in your culture? How has the Spanish family changed over time?

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Skills	Key Content
Listening Speaking Reading Writing	Identify main words <ul style="list-style-type: none"> •Draw own conclusions and generalizations •Use of Anticipation Guide to make connections •Write journalism style questions •Consult appropriate sources •Use certain expressions in order to present information •Write an informative article about a fantasy tale •Use the present subjunctive •Use the subjunctive in noun clauses • Use expressions of influence and emotion, •Use expressions of doubt and impersonal judgments •Use the present perfect subjunctive •Use the subjunctive in adjectival clauses • Use prepositions and adverbs

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	<ul style="list-style-type: none"> •Identify word families; word formation (prefix, suffix) •Use the rules of stress in palabras esdrújulas and sobresdrújulas •Use letter and sound: the /k/ sound (c, qu, k) •Tell classmates a fantastic and mysterious story Anticipate or make predictions aloud
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<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student’s responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to</p>
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		<p>enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 4 is a continuation of the study of Spanish 3 but requiring the use of previously learned knowledge. Spanish 4 students will use more level 3 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 3 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include</p>
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		<p>more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Holt Advance Spanish “Nueva Vistas”. Student book. • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students converse in pairs to discuss their families. • In pairs, students exchange information on family members and report back to the class. • Students talk about their favorite relative and give reasons why this person is their favorite. • Students read a narrative about a family's daily activities and answer questions based on the narrative. • Students write a short description about their family members. • Students use pictures from magazines to make an imaginary family tree; they assign a Spanish name to each person 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Spanish. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes</p>

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		(interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.
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Unit 5: El amor

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Family plays an important role in all societies and cultures.	How is the role of the family in Spanish society similar to and different from the role of the family in your culture? How has the Spanish family changed over time?

Skills	Key Content
Listening Speaking Reading Writing	Make predictions based on quotes from the text <ul style="list-style-type: none"> •Identify new vocabulary and define meaning in context •Construct sentences from the story in chronological order •Read statements about the story and express your opinion about them •Recognize and use synonyms and antonyms

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- Write a persuasive essay
- Create a script about the life of a teenager
- Use adverbial clauses: indicative and subjunctive in adverbial clauses of manner, place, time, cause, condition, and purpose
- Use relative clauses
- Use the imperfect subjunctive use in noun, adjectival, and adverbial clauses
- Use conditional sentences
- Use the /s/ sound
- Use verb forms and accents marks
- Present an original skit about a teenager's life
- Describe the hallucination that occurs in a painting by Salvador Dali
- Research, prepare and explain how you prepared a food from around the Spanish- speaking world
- Compare family customs and traditions in Mexico, Argentina and the United States

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<p>Assessment:</p> <ul style="list-style-type: none">• Short oral dictation• Original dialogs• Informal teacher observations to evaluate student's responses to greetings• Quizzes• Class participation• Performance on teacher-generated materials	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness,</p>

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		<p>interest level, and to identify students' learning styles and environmental preferences. Spanish 4 is a continuation of the study of Spanish 3 but requiring the use of previously learned knowledge. Spanish 4 students will use more level 4 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 3 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources:</p> <ul style="list-style-type: none"> Holt Advance Spanish "Nueva Vista". Student book. 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> Students converse in pairs to discuss their families. 	<p>Enrichment</p> <ul style="list-style-type: none"> Encourage students to create original skits and present them to the class.

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<ul style="list-style-type: none"> • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<ul style="list-style-type: none"> • In pairs, students exchange information on family members and report back to the class. • Students talk about their favorite relative and give reasons why this person is their favorite. • Students read a narrative about a family's daily activities and answer questions based on the narrative. • Students write a short description about their family members. • Students use pictures from magazines to make an imaginary family tree; they assign a Spanish name to each person 	<ul style="list-style-type: none"> • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Spanish. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Unit 6: El poder de la palabra

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Family plays an important role in all societies and cultures.	How is the role of the family in Spanish society similar to and different from the role of the family in your culture? How has the Spanish family changed over time?

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Skills	Key Content
Listening Speaking Reading Writing	Answer questions about the poem using background knowledge <ul style="list-style-type: none">•Identify new vocabulary in context•Explain metaphors and similes in poem•Recognize words in old Spanish context•Write a poem about yourself•Write a story about a modern-day Don Quijote•Use past perfect subjunctive in noun clauses and in conditional sentences•Use passive voice and impersonal se• Use the infinitives, gerunds, and participles• Use sequence of tense•Use punctuation marks•Use the /r/ and /rr/ sounds•Making comparisons

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	<ul style="list-style-type: none"> •Linking events and ideas •Compare and contrast the art of the Spanish- Speaking world including murals
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<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student’s responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and</p>
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		<p>informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 4 is a continuation of the study of Spanish 3 but requiring the use of previously learned knowledge. Spanish 4 students will use more level 4 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 3 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build</p>
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<p>Resources:</p> <ul style="list-style-type: none"> • Holt Advance Spanish “Nueva vista”. Student book. • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students converse in pairs to discuss their families. • In pairs, students exchange information on family members and report back to the class. • Students talk about their favorite relative and give reasons why this person is their favorite. • Students read a narrative about a family's daily activities and answer questions based on the narrative. • Students write a short description about their family members. • Students use pictures from magazines to make an imaginary family tree; they assign a Spanish name to each person 	<p>each other's proficiency.</p> <p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Spanish. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September-	7.1	* Can you describe yourself?	Reading and Comprehension	<ul style="list-style-type: none"> • Cuaderno de actividades 	<ul style="list-style-type: none"> • Nueva vista by 	<ul style="list-style-type: none"> • Oral presentations

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<p>October</p>		<p>* What is a legend?</p> <p>*How do you spend your spare time?</p> <p>*Can you explain relevant facts of Colombian culture?</p> <p>*What do you know about folklore and rhythm in Latin American cultures?</p> <p>*Are you able to conjugate the verbs in the present indicative mood?</p> <p>*Can you use present progressive and present perfect in sentences?</p> <p>*Do you know when to use ser or estar ?</p>	<ul style="list-style-type: none"> •Identify new vocabulary and define meaning in a new context •Use context clues •Compare and contrast ideas •Develop phrases to be used in order to express impressions about the text •Recognize and use synonyms and antonyms <p>Writing</p> <ul style="list-style-type: none"> •Identify the different parts of a letter • Write Informal and formal correspondence 	<ul style="list-style-type: none"> • Cuaderno de vocabulario y gramática • DVD Tutor, Disc 1 • Interactive Tutor • Textbook Listening Activities • Puzzle Pro 	<p>Rinehart and Winston Holt.</p> <ul style="list-style-type: none"> • World map • Teachers created online activities: <ul style="list-style-type: none"> • www.Quizlet.com • One stop Planner CD-Rom • Nueva vista Online • PuzzlePro • Authentic materials and video/audio clips. • Teacher made worksheets 	<ul style="list-style-type: none"> • Group Skits • Free response quiz and test • Language Lab • Exam View Pro Test Generator • Holt Online Assessment
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		<p>*Can you find synonyms and antonyms of specific words?</p> <p>*What are the favorite sports and pastimes of Hispanic people?</p> <p>*Can you write a formal letter?</p> <p>*Can you identify the clues in a text?</p>	<p>Grammar</p> <p>Use preterite and imperfect of stative verbs</p> <p>Use grammatical reflexive</p> <p>Use lo and lo que</p> <p>Use subjunctive after adverbial conjunctions</p> <p>Use subjunctive with future actions</p> <p>Use indicative with habitual or past actions</p> <ul style="list-style-type: none"> •Uses of indicative mood •Verbs: ser, estar, gustar •Use the present progressive 			
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			<ul style="list-style-type: none">•Use the present perfect • Use comparatives • Identify rules of stress •The use and sound of the letters /h/ and /y <p>Oral Communication</p> <ul style="list-style-type: none">•Use phrases in order to express feelings, opinions and point of view <p>Culture</p> <ul style="list-style-type: none">•Identify the characteristics of a legend •Contrast fiction vs. reality •Read and analyze a			
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			Colombian legend			
			<ul style="list-style-type: none"> •Discuss the different means of folklore in Latin America 			
November & December	7.1	<p>*What do you know about your birth?</p> <p>*Do you think it is possible to remember any moment after you were born?</p> <p>*Do you remember some games you played during your childhood?</p> <p>*Have you ever had an imaginary friend?</p> <p>*Can you recognize the uses of the preterit and the imperfect tense?</p> <p>*Do you know the</p>	<p>Reading and comprehension</p> <ul style="list-style-type: none"> •Identify new vocabulary and define meaning in a new context •Think aloud while reading •Make deductions •Use of contextual clues •Use of lexical register <p>Writing</p> <ul style="list-style-type: none"> •Compose a biographical sketch 	<ul style="list-style-type: none"> • Cuaderno de actividades • Cuaderno de vocabulario y gramática • DVD Tutor, Disc 1 • Interactive Tutor • Textbook Listening Activities • Puzzle Pro 	<ul style="list-style-type: none"> • Nueva vista by Rinehart and Winston Holt. • World map • Teachers created online activities: www.Quizlet.com • One stop Planner CD-Rom • Nueva vista Online • PuzzlePro • Authentic materials and video/audio clips. • Teacher made worksheets 	<ul style="list-style-type: none"> • Oral presentations • Group Skits • Free response quiz and test • Language Lab • Exam View Pro Test Generator • Holt Online Assessment

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		<p>difference between the direct and indirect object pronoun?</p> <p>*When do you use the pluperfect?</p> <p>*Can you write an autobiography?</p> <p>*Can you write about other people's life?</p> <p>*Can you tell relevant facts about the Hispanic world?</p>	<ul style="list-style-type: none"> •Write an autobiographical episode •Write about someone's life <p>Grammar</p> <p>Use verbs with indirect object pronouns</p> <p>Use verbs that express "to become"</p> <p>Use of se</p> <p>Review conditional</p> <p>Use past subjunctive with hypothetical statement</p> <p>Use more on past subjunctive</p> <ul style="list-style-type: none"> •Use the Indicative •Use the preterit and 			
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			<p>the imperfect</p> <ul style="list-style-type: none">• Use nominal pronouns• Use indirect and direct object• Use the preterit and imperfect• Use the past continuous and the past perfect• Written accents in palabras agudas y llanas• The use and sound of the letters /b/ and /v/ and /m/ and /n/ <p>Oral Communication</p> <ul style="list-style-type: none">• Recognize context clues in order to improve reading comprehension of			
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			<p>text</p> <ul style="list-style-type: none"> •Use appropriate lexical register in oral or written communication form <p>Culture</p> <ul style="list-style-type: none"> •Discuss the importance of the family •Identify historical facts of the Spanish Speaking World 			
December and January	7.1	<p>*Can you describe a great invention?</p> <p>*Can you name a pioneer of modern invention?</p> <p>*Are you able to say how technology allows interaction among people who speak different languages?</p>	<p>Reading and comprehension</p> <ul style="list-style-type: none"> •Identify new vocabulary and define meaning in a new context •Identify graphic clues •Organize visually cause and effect 	<ul style="list-style-type: none"> • Cuaderno de actividades • Cuaderno de vocabulario y gramática • DVD Tutor, Disc 1 • Interactive Tutor 	<ul style="list-style-type: none"> • Nueva vista by Rinehart and Winston Holt. • World map • Teachers created online activities: www.Quizlet.com • One stop Planner CD-Rom 	<ul style="list-style-type: none"> • Oral presentations • Group Skits • Free response quiz and test • Language Lab • Exam View

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		<p>*Can you tell what neologism is?</p> <p>* Can you tell the uses of the future tense?</p> <p>*Do you know when to use the future tense?</p> <p>*Do you know when to use the conditional?</p> <p>*Do you know when to use the reflexive verb?</p> <p>* Can you tell things you do to protect the environment?</p>	<p>through chain reaction</p> <p>Writing</p> <ul style="list-style-type: none"> •Recognize different formats of a public ad •Design an ad •Write a convincing essay about the need to conserve energy <p>Grammar</p> <p>Review preterite and imperfect in storytelling</p> <p>Review preterite and imperfect contrasted</p> <p>Review por and para</p> <p>Review the use of subjunctive</p>	<ul style="list-style-type: none"> • Textbook Listening Activities • Puzzle Pro 	<ul style="list-style-type: none"> • Nueva vista Online • PuzzlePro • Authentic materials and video/audio clips. • Teacher made worksheets 	<p>Pro Test Generator</p> <ul style="list-style-type: none"> • Holt Online Assessment
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			<p>Use sequence of tenses</p> <p>Use more on sequence of tenses</p> <p>Review present and past progressive</p> <p>Review the verb haber</p> <p>Review expressions of time</p> <p>Review future tense</p> <p>Review subjunctive with doubt, denial, and feelings</p> <p>Review subjunctive and indicative in adverbial clauses</p> <p>•Identify the uses of the future, the future perfect, the conditional, reflexive verbs and the</p>			
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			<p>imperative</p> <ul style="list-style-type: none">•Simultaneous use of direct and indirect object•Use simple and complex sentences•Accentuation, diphthong and hiatus•Letter and sound: the /s/ sound <p>Oral Communication</p> <ul style="list-style-type: none">•Diversity in the Hispanic world•Neologisms and cognates in improvised dialogue <p>Culture</p> <ul style="list-style-type: none">•Infusion of technology around world			
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			<p>languages</p> <ul style="list-style-type: none"> •Compare and contrast mythological legends according to different indigenous groups •Compare and contrast climate and landscape in the Spanish speaking world 			
February and March	7.1	<p>*Are you able to identify main words?</p> <p>* Do you know how to draw conclusions and generalizations?</p> <p>*Can you identify word families?</p> <p>*Can you tell what is the difference between a prefix and a suffix?</p>	<p>Reading and comprehension</p> <ul style="list-style-type: none"> •Identify main words •Draw own conclusions and generalizations •Use of Anticipation Guide to make connections <p>Writing</p>	<ul style="list-style-type: none"> • Cuaderno de actividades • Cuaderno de vocabulario y gramática • DVD Tutor, Disc 1 • Interactive Tutor • Textbook Listening 	<ul style="list-style-type: none"> • Nueva vista by Rinehart and Winston Holt. • World map • Teachers created online activities: www.Quizlet.com • One stop Planner CD-Rom • Nueva vista Online 	<ul style="list-style-type: none"> • Oral presentations • Group Skits • Free response quiz and test • Language Lab • Exam View Pro Test Generator

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		<p>*Do you know how to use the subjunctive?</p> <p>*Can you recognize the present perfect in a sentence?</p> <p>*What is your favorite sport?</p> <p>*Can you compare and contrast Spanish and Latin American architecture?</p> <p>*Can you tell why it is important to preserve architecture of previous civilizations?</p>	<ul style="list-style-type: none"> •Write journalism style questions •Consult appropriate sources •Use certain expressions in order to present information •Write an informative article about a fantasy tale <p>Grammar</p> <ul style="list-style-type: none"> •Use the present subjunctive •Use the subjunctive in noun clauses • Use expressions of influence and emotion, •Use expressions of doubt and impersonal 	<p>Activities</p> <ul style="list-style-type: none"> • Puzzle Pro 	<ul style="list-style-type: none"> • PuzzlePro • Authentic materials and video/audio clips. • Teacher made worksheets 	<ul style="list-style-type: none"> • Holt Online Assessment
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			<p>judgments</p> <ul style="list-style-type: none">•Use the present perfect subjunctive•Use the subjunctive in adjectival clauses• Use prepositions and adverbs <p>Grammar (continued)</p> <ul style="list-style-type: none">•Identify word families; word formation (prefix, suffix)•Use the rules of stress in palabras esdrújulas and sobresdrújulas•Use letter and sound: the /k/ sound (c, qu, k) <p>Oral</p>			
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			<p>Communication</p> <ul style="list-style-type: none"> •Tell classmates a fantastic and mysterious story Anticipate or make predictions aloud 			
March and April	7.1	<ul style="list-style-type: none"> * Can you describe your family traditions? *Can you interpret quotes from a story in your own words? *Are there traditions in your family that you don't agree with? *Is there a wedding tradition in your family? *Can you decide between the subjunctive or indicative of a verb after certain conjunctions? 	<p>Reading and comprehension</p> <ul style="list-style-type: none"> •Make predictions based on quotes from the text •Identify new vocabulary and define meaning in context •Construct sentences from the story in chronological order •Read statements about the story and express your opinion about them •Recognize and use synonyms and 	<ul style="list-style-type: none"> • Cuaderno de actividades • Cuaderno de vocabulario y gramática • DVD Tutor, Disc 1 • Interactive Tutor • Textbook Listening Activities • Puzzle Pro 	<ul style="list-style-type: none"> • Nueva vista by Rinehart and Winston Holt. • World map • Teachers created online activities: • www.Quizlet.com • One stop Planner CD-Rom • Nueva vista Online • PuzzlePro • Authentic materials and video/audio clips. • Teacher made 	<ul style="list-style-type: none"> • Oral presentations • Group Skits • Free response quiz and test • Language Lab • Exam View Pro Test Generator • Holt Online Assessment

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		<p>*Can you write a short love story using adverbial clauses and conjunctions with the subjunctive?</p> <p>*Can you complete sentences about the story “Como agua para chocolate” with the correct relative pronoun?</p> <p>*Do you know when to use the written accents on monosyllabic and interrogative words?</p> <p>*Can you write a persuasive essay about a family topic?</p> <p>*Can you explain how love is expressed between parents and children?</p>	<p>antonyms</p> <p>Writing</p> <ul style="list-style-type: none"> •Write a persuasive essay •Create a script about the life of a teenager <p>Grammar</p> <ul style="list-style-type: none"> •Use adverbial clauses: indicative and subjunctive in adverbial clauses of manner, place, time, cause, condition, and purpose •Use relative clauses • Use the imperfect subjunctive use in noun, adjectival, and adverbial clauses • Use conditional 		worksheets	
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		<p>*Can you describe the dreams that parents and children have about their future using the imperfect subjunctive?</p>	<p>sentences</p> <ul style="list-style-type: none"> •Use the /s/ sound •Use verb forms and accents marks <p>Oral Communication</p> <ul style="list-style-type: none"> •Present an original skit about a teenager's life •Describe the hallucination that occurs in a painting by Salvador Dali <p>Culture</p> <ul style="list-style-type: none"> •Research, prepare and explain how you prepared a food from around the Spanish-speaking world •Compare family customs and traditions in Mexico, 			
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			Argentina and the United States			
May and June	7.1	<p>*Can you identify and decipher images</p> <p>*Can you determine if the main character in the story “A Julia de Burgos” has a double identity?</p> <p>*Can you choose between the pluperfect indicative and the subjunctive to complete a sentence?</p> <p>*Can you describe five things that have not occurred in your life that you wish would have happened using the pluperfect subjunctive?</p> <p>*Can you use punctuate correctly</p>	<p>Reading and comprehension</p> <ul style="list-style-type: none"> •Answer questions about the poem using background knowledge •Identify new vocabulary in context •Explain metaphors and similes in poem •Recognize words in old Spanish context <p>Writing</p> <ul style="list-style-type: none"> •Write a poem about yourself •Write a story about a modern-day Don Quijote 	<ul style="list-style-type: none"> • Cuaderno de actividades • Cuaderno de vocabulario y gramática • DVD Tutor, Disc 1 • Interactive Tutor • Textbook Listening Activities • Puzzle Pro 	<ul style="list-style-type: none"> • Nueva vista by Rinehart and Winston Holt. • World map • Teachers created online activities: www.Quizlet.com • One stop Planner CD-Rom • Nueva vista Online • PuzzlePro • Authentic materials and video/audio clips. • Teacher made worksheets 	<ul style="list-style-type: none"> • Oral presentations • Group Skits • Free response quiz and test • Language Lab • Exam View Pro Test Generator • Holt Online Assessment

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		<p>in Spanish?</p> <p>*Have you ever read something that changed your life?</p> <p>*What would you do if you were Don Quijote?</p> <p>*Do you know when to use the infinitive, the gerund or the past participle?</p> <p>*Can you listen to sentences and decide whether they are in the present, past or future and if they express actions based on real facts or supposed ones?</p>	<p>Grammar</p> <ul style="list-style-type: none"> •Use past perfect subjunctive in noun clauses and in conditional sentences •Use passive voice and impersonal se • Use the infinitives, gerunds, and participles • Use sequence of tense •Use punctuation marks •Use the /r/ and /rr/ sounds <p>Oral Communication</p> <ul style="list-style-type: none"> •Making comparisons 			
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			<ul style="list-style-type: none">•Linking events and ideas <p>Culture</p> <ul style="list-style-type: none">•Compare and contrast the art of the Spanish- Speaking world including murals			
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Common Rubrics

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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PRESENTATIONAL RUBRIC

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
Presentational Technique	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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INTERPERSONAL RUBRIC

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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SECTION III

NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language

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	during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

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7.1.II.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.II.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.II.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.II.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.II.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.II.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.II.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.II.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.II.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .

Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target

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	culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

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

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7.1.IM.C.5

Compare the [cultural perspectives](#) of the target culture(s) with those of one's own culture, as evidenced through the [cultural products](#) and [cultural practices](#) associated with each.

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SECTION IV

Resources and supplementary materials

Textbook

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