

Title

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

Spanish IV Honors

Individual

Map

Susan Corbo

World Languages

Spanish IV Honors

10 , 11 , 12

Roxbury High School

Title : Spanish IV Honors
Type : Individual

	September				October				November				December				January				February				March				April				May				June			
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September/Week 3 - September/Week 4																																								
UNIT 2: THE SPANISH PRESENT INDICATIVE TENSE																																								
October/Week 5 - October/Week 8																																								
UNIT 3: THE SPANISH PAST TENSES																																								
November/Week 9 - November/Week 10																																								
UNIT 4: THE SPANISH FUTURE AND CONDITIONAL TENSES																																								
November/Week 11 - December/Week 16																																								
UNIT 5; THE SPANISH SUBJUNCTIVE																																								
January/Week 17 - January/Week 18																																								
UNIT 6; SPANISH GENDER OF NOUNS, ARTICLES, AND PLURALIZATION																																								
January/Week 19 - March/Week 25																																								
UNIT 7: LATIN AMERICAN HISTORY, CULTURE, AND POLITICS																																								
March/Week 26 - March/Week 28																																								
UNIT 8; IMMIGRATION																																								
April/Week 29 - April/Week 32																																								
UNIT 9; THE SPANISH PRONOUNS																																								
May/Week 33 - June/Week 38																																								
UNIT 10: LITERATURE; LEGENDS OF LATIN AMERICA																																								

Duration: September/Week 1 - September/Week 2				
UNIT NAME: UNIT 1: AVOIDING COMMON ERRORS IN SPANISH LANGUAGE				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. Spanish to English translation cannot be word for word.</p> <p>2. Idiomatic expressions differ in different languages.</p>	<p>1. How is "to have a good time" expressed and conjugated properly in Spanish language?</p> <p>2. How is "HAY" used in Spanish?</p>	<p>1. The differences between Spanish and English expressions and idiomatic usage.</p> <p>2. How to use certain verbs and expressions correctly in Spanish</p>	<p>1. Provide the correct English and Spanish translations, orally and in written form.</p> <p>2. Show the correct usage of certain verbs and expressions in Spanish.</p>	<p>7.1.A.IH.A.2-Synthesize written and oral text. (11, 12) [State:New Jersey]</p> <p>7.1.A.IH.A.3-Identify most supporting details in written and oral text. (11, 12)[State:New Jersey]</p> <p>7.1.A.IH.A.6-Identify some cultural perspectives. (11, 12) [State:New Jersey]</p> <p>7.1.A.IH.A.7-Identify the organizing principle in written and oral text. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.8-Analyze structures of the target language and comparable linguistic structures in English. (11, 12)[State:New Jersey]</p>
<p>Plans:</p> <p>U UNIT 1: AVOIDING COMMON ERRORS IN SPANISH LANGUAGE</p>				

Duration: September/Week 3 - September/Week 4				
UNIT NAME: UNIT 2: THE SPANISH PRESENT INDICATIVE TENSE				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. The indicative Tense in Spanish is used to express what is currently happening in a situation.</p> <p>2. There are many variations of verb formation in Spanish.</p>	<p>1. How do verbs change in formation to express what is happening?</p> <p>2. How is the Spanish Indicative translated into English?</p>	<p>1. The basic rules for Spanish Indicative formation.</p> <p>2. How to translate the present tense from English to Spanish and vice-versa.</p>	<p>1. Describe events in the present tense orally and in written form.</p> <p>2. Answer comprehensive questions based on a reading.</p> <p>3. Show proper formation of given verbs.</p>	<p>7.1.IH.A.2-Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.8-Analyze structures of the target language and comparable linguistic structures in English. (11, 12)[State:New Jersey]</p> <p>7.1.IH.C.1-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience. (11, 12) [State:New Jersey]</p> <p>7.1.IH.C.3-Use language</p>

Title : Spanish IV Honors
Type : Individual

				creatively in writing for a variety of purposes. (11, 12)[State:New Jersey]
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Plans:
U UNIT 2: THE SPANISH PRESENT INDICATIVE TENSE

Duration: October/Week 5 - October/Week 8

UNIT NAME: UNIT 3: THE SPANISH PAST TENSES

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>The two past tenses in Spanish language are utilized differently depending upon situations and length of time.</p>	<ol style="list-style-type: none"> 1. How do verbs change in formation to express what happened or what was happening? 2. When is the Spanish Imperfect tense used specifically? 	<ol style="list-style-type: none"> 1. The proper formation of verbs in two Spanish past tenses. 2. The difference between using the Preterit of Imperfect tense in given situations. 	<ol style="list-style-type: none"> 1. Demonstrate correct formation and usage of all regular and irregular verbs in preterit and Imperfect tenses. 2. Write about your childhood events and experiences using proper tense and verb formation. 3. Summarize a current event news clip in Spanish telling what happened. 	<p>7.1.IH.A.2-Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey]</p> <p>7.1.IH.C.2-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (11, 12)[State:New Jersey]</p> <p>7.1.IH.C.3-Use language creatively in writing for a variety of purposes. (11, 12)[State:New Jersey]</p>

Title : Spanish IV Honors

Type : Individual

Plans:

U UNIT 3; THE SPANISH PAST TENSES

Duration: November/Week 9 - November/Week 10

UNIT NAME: UNIT 4: THE SPANISH FUTURE AND CONDITIONAL TENSES

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>To express the future or a condition, specific conjugations are required in the Spanish language.</p>	<ol style="list-style-type: none"> How does one express what "will" happen or what "would" happen in Spanish? What do you think the world will be like in 100 years? 	<ol style="list-style-type: none"> The meanings of verbs in Future and Conditional tenses in Spanish. How to form all verbs in Future and Conditional tenses in Spanish. 	<ol style="list-style-type: none"> Talk about their future plans and the world of the future in Spanish. Demonstrate correct formation of regular and irregular verbs in both the Future and Conditional tenses. Show and understanding of special uses of the Future tense. 	<p>7.1.IH.A.2-Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey]</p> <p>7.1.IH.B.4-Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (11, 12)[State:New Jersey]</p> <p>7.1.IH.C.3-Use language creatively in writing for a variety of purposes. (11, 12)[State:New Jersey]</p>

Title : Spanish IV Honors

Type : Individual

Plans:

U UNIT 4; THE SPANISH FUTURE AND CONDITIONAL TENSES

Duration: November/Week 11 - December/Week 16

UNIT NAME: UNIT 5; THE SPANISH SUBJUNCTIVE

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. The Subjunctive Mood is almost non-existent in English. 2. The Subjunctive Mood is not always required in Spanish.</p>	<p>1. When is the Subjunctive Mood needed? 2. When is the Subjunctive Mood NOT needed?</p>	<p>1. Proper verb forms of the Present and Imperfect Subjunctive. 2. When Subjunctive is required in given situations. 3. When the past (Imperfect) Subjunctive is used</p>	<p>1. Demonstrate proper formation of verbs in the Present and Imperfect Subjunctive. 2. Choose when to use Subjunctive or Indicative mood, depending on adverbial clauses. 3. Translate sentences from Spanish to English and vice-versa.</p>	<p>7.1.IH.A.2-Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (11, 12)[State:New Jersey] 7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (11, 12)[State:New Jersey] 7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey] 7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey] 7.1.IH.B.2-Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (11, 12)[State:New Jersey] 7.1.IH.B.4-Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (11, 12)[State:New Jersey] 7.1.IH.C.4-Explain the structural</p>

Title : Spanish IV Honors
Type : Individual

				elements and/or cultural perspectives found in culturally authentic materials. (11, 12) [State:New Jersey]
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Plans:
U UNIT 5; THE SPANISH SUBJUNCTIVE

Duration: January/Week 17 - January/Week 18

UNIT NAME: UNIT 6; SPANISH GENDER OF NOUNS, ARTICLES, AND PLURALIZATION

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. The meaning of a nouns can change with gender. 2. There are different ways to pluralize nouns in Spanish. 3. Sometimes Definite Articles are omitted in Spanish, as opposed to English.</p>	<p>1. How can the gender of a noun in Spanish create a completely different meaning? 2. How do you pluralize a noun ending in "i"? 3. When are Definite Articles NOT used?</p>	<p>1. New meanings of nouns depending on gender. 2. How to make all nouns plural. 3. When to NOT use a definite or indefinite article in Spanish.</p>	<p>1. Identify the correct gender of nouns. 2. Pluralize all nouns in proper form. 3. Demonstrate correct usage of nouns with more than one meaning in Spanish.</p>	<p>7.1.IH.A.2-Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (11, 12)[State:New Jersey] 7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one s own culture. (11, 12)[State:New Jersey] 7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey] 7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey] 7.1.B.IH.A.1-Infer meaning of unfamiliar words in new contexts. (11, 12)[State:New Jersey]</p>

Plans:

U UNIT 6: SPANISH GENDER OF NOUNS, ARTICLES, AND PLURALIZATION

Duration: January/Week 19 - March/Week 25

UNIT NAME: UNIT 7: LATIN AMERICAN HISTORY, CULTURE, AND POLITICS

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. The political situations vary greatly from one Latin American country to another.</p> <p>2. There are many influences which are imbedded into the unique culture of each Latin American country.</p>	<p>1. How do you compare the current political situation of your researched Latin American country to ours in the USA?</p> <p>2. How does the Pre-Columbian history of your researched country impact today's culture?</p>	<p>1. The historical, cultural, and political aspects of certain Latin American countries.</p> <p>2. How to express research findings in a written research paper and in an oral class presentation.</p>	<p>1. Demonstrate a deeper understanding of the historical, cultural, and political aspects of certain Latin American countries.</p> <p>2. To share research findings through a formal written research paper, and through an oral class presentation.</p> <p>3. Take detailed notes in Spanish based on classmates' presentations.</p>	<p>7.1.IH.A.1-Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.2-Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.4-Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey]</p> <p>7.1.B.IH.A.2-Identify some cultural perspectives. (11, 12) [State:New Jersey]</p> <p>7.1.B.IH.A.3-Narrate and describe across a wide-range of topics. (11, 12)[State:New Jersey]</p> <p>7.1.B.IH.A.4-Compare and contrast. (11, 12)[State:New Jersey]</p>

Title : Spanish IV Honors
Type : Individual

				7.1.C.IH.A.1-Synthesize written and oral text. (11, 12) [State:New Jersey]
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Plans:
U UNIT 7: LATIN AMERICAN HISTORY, CULTURE AND POLITICS

Duration: March/Week 26 - March/Week 28

UNIT NAME: UNIT 8; IMMIGRATION

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. Many of the people who migrate to the US are impoverished or desperate. 2. It is a difficult process to become a legal US citizen. 3. There is much controversy over US Immigration Reform.</p>	<p>1. Why do people from other countries leave their homes, families, and culture to come to the US? 2. How does an immigrant to the US become a legal citizen?</p>	<p>1. Current Immigration Law and Reform. 2. The various reasons for migration to the US. 3. What it is like to be an illegal immigrant in the US.</p>	<p>1. Demonstrate a knowledge of current immigration law and reform in the US> 2. Show comprehension of commonly spoken Spanish through film. 3. Critique a film in oral and written form. 4. Give an opinion about immigrants and reform.</p>	<p>7.1.IH.A.1-Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. (11, 12)[State:New Jersey] 7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one s own culture. (11, 12)[State:New Jersey] 7.1.IH.A.4-Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (11, 12) [State:New Jersey] 7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey] 7.1.B.IH.A.5-Offer and support opinions. (11, 12)[State:New Jersey] 7.1.B.IH.B-Cultural: Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived</p>

				<p>and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) (11, 12) [State:New Jersey]</p> <p>7.1.IH.C.1-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience. (11, 12) [State:New Jersey]</p> <p>7.1.IH.C.5-Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture. (11, 12) [State:New Jersey]</p>
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Plans:
U UNIT 8: IMMIGRATION

Duration: April/Week 29 - April/Week 32

UNIT NAME: UNIT 9; THE SPANISH PRONOUNS

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>The usage and placement of all pronouns differs greatly from English to Spanish.</p>	<ol style="list-style-type: none"> 1. When are Prepositional Pronouns necessary in Spanish? 2. What is the difference between a Direct and Indirect Object Pronoun in Spanish, and how are they placed in a sentence? 	<ol style="list-style-type: none"> 1. The difference between a Direct and Indirect object pronoun in Spanish. 2. How to properly use and translate "Gustar-like" verbs. 3. When to utilize Prepositional Pronouns and Relative Pronouns in Spanish. 	<ol style="list-style-type: none"> 1. Identify different types of Spanish pronouns and prepositions. 2. Demonstrate proper usage and placement of all pronouns in oral and written form. 3. Create an original proverb in Spanish. 4. Translate phrases properly from Spanish to english, and vice-versa. 	<p>7.1.IH.A.2-Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.3-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one s own culture. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey]</p> <p>7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey]</p> <p>7.1.IH.A.8-Analyze structures of the target language and comparable linguistic structures in English. (11, 12)[State:New Jersey]</p> <p>7.1.IH.B.4-Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (11, 12)[State:New Jersey]</p>

Title : Spanish IV Honors
Type : Individual

				7.1.IH.C.3-Use language creatively in writing for a variety of purposes. (11, 12)[State:New Jersey] 7.1.IH.C.4-Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (11, 12) [State:New Jersey]
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Plans:
U UNIT 9: THE SPANISH PRONOUNS

Duration: May/Week 33 - June/Week 38

UNIT NAME: UNIT 10: LITERATURE; LEGENDS OF LATIN AMERICA

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. All stories can be divided into specific parts. 2. Legends differ in other countries and incorporate their particular culture and history.</p>	<p>1. What are the parts of a story in Spanish? 2. How do Latin American legends compare to American ones?</p>	<p>1. How to "chart" the parts of a story in Spanish. 2. A wealth of new vocabulary and synonyms in Spanish. 3. The differences between Latin American and American legends through historical and cultural events.</p>	<p>1. Translate and properly utilize new Spanish vocabulary and synonyms. 2. Be able to divide a story into 5 parts in Spanish: Intro, Rising Action, Climax, Falling Action, End. 3. Answer comprehensive questions based on a reading. 4. Give a summary of a story. 5. Compare Latin American legends to American ones.</p>	<p>7.1.IH.A.1-Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. (11, 12)[State:New Jersey] 7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. (11, 12)[State:New Jersey] 7.1.IH.A.6-Analyze and critique readings from culturally authentic materials. (11, 12) [State:New Jersey] 7.1.IH.A.7-Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (11, 12) [State:New Jersey] 7.1.IH.B.4-Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (11, 12)[State:New Jersey] 7.1.IH.B.5-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (11, 12)[State:New Jersey] 7.1.IH.C.2-Create and perform stories, poems, short plays, or oral reports based on personal</p>

Title : Spanish IV Honors
Type : Individual

				experiences and/or that reflect cultural perspectives associated with the target culture(s). (11, 12)[State:New Jersey] 7.1.IH.C.3-Use language creatively in writing for a variety of purposes. (11, 12)[State:New Jersey]
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Plans:

U UNIT 10: LITERATURE: LEGENDS OF LATIN AMERICA