

**CONVERSATIONAL/COMPOSITION A “HONORS”
CURRICULUM
2015**

I- COURSE DESCRIPTION

Conversational/ Composition “A” is a course designed to provide students who have mastered the essentials of Spanish reading, speaking and writing. Students will have the opportunity to study through linguistic literacy, wide range of subject areas and cultural patterns, to increase their active control of the language to the point where they can function independently in Spanish. Additionally, this course gives students the opening to develop their critical thinking skills. This course will also help students to understand the dynamics of Latin American everyday life as well as getting familiarized with Latin American Literature.

During Conversational/Composition “A” course, students will develop interdisciplinary connections throughout. Moreover, students will analyze and discuss similarities and differences when discussing culture and language elements among all the Latin American countries. “We know that when students have the opportunity to transfer skills across content areas the learning becomes deeper and more enduring. There is a strong link between the New Jersey State Standards for English Arts and Literacy in History/Social studies, Science, and Technical Subjects and the NJSLS for World Languages” (NJSLS).

COURSE REQUISITES

Students who will be part of this course are required to take a placement exam in order to measure their proficiency levels in Spanish. Acceptable means to evaluate students’ proficiency include but are not limited to the STAMP test with a score of 21 across the border or above, using the ACTFL chart which follows, or a placement test designed by a Spanish Instructor. Any student going to Conv-A must score a 6 in the writing part of the STAMP exam.

The numbers 1-9 relate to the ACTFL scale in the following manner:

Reading and Listening Level Key			Writing and Speaking Level Key		
Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low	1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low
2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid	2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid/High
3 - Novice-High	6 - Intermediate-High	9 - Advanced-High	3 - Novice-High	6 - Intermediate-High	
				NR - Not Ratable	

II- COURSE OBJECTIVES

The Conversational Composition “A” Curriculum presents learning objectives areas within the three modes of communication described by the New Jersey Student Learning Standards for World languages: Interpersonal, Interpretive, and Presentational (Levels of proficiency). These modes of communication identify what students should know and be able to do across the three modes. Below you can see the definitions for the three modes and the list of primary learning objective areas.

Three Modes of Communication:

- Strand A: The Interpretive Mode- focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to active negotiation of meaning with the writer or the speaker.
- Strand B: The Interpersonal Mode- is characterized by the active negotiation of meaning among students. Students observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- Strand C: The Presentational Mode- refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

Learning Objective Areas:

- Spoken Interpersonal Communication

- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

III- Units

Content Area:	Conversational/Composition A “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 1 / Theme 1: Las relaciones personales/ Personal Relationships.		
<i>NJSLS Standard (S) Addressed</i>			
Interpretive Mode/Proficiency Level: Advanced Low			
7.1. AL.A.1	Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.		
7.1. AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings.		
7.1. AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural <u>perspectives</u> are reflected in cultural <u>products</u> and cultural <u>practices</u> .		
7.1. AL.A.4	Evaluate, from multiple cultural <u>perspectives</u> , the historical, political, and present-day contexts that		

- connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1. AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1. AL.A.6 Reserved
This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1. AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and [formal](#) contexts.
- 7.1. AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1. AL.B.1 Use [digital tools](#) to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1. AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1. AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1. AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1. AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1. Create a research-based [multimedia-rich presentation](#) to be

AL.C.1	shared virtually with a target language audience.
7.1.	Create a research-based analysis of a current global
AL.C.2	problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.	Use language creatively in writing for personal, career, or
AL.C.3	academic purposes.
7.1.	Compare and contrast the structural elements and/or
AL.C.4	cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.	Analyze how cultural perspectives about a specific cultural
AL.C.5	product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
7.1.	Create an electronic portfolio in the target language with
AL.C.6	artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Essential Questions

La personalidad/Personality: How do you describe yourself?

Los estados emocionales/Emotional States: How well do I understand my emotions?

Los sentimientos/feelings: How do I identify and express my feelings?

Las relaciones personales/Personal relationship: Why is it important to have a healthy relationship with friends, family members and couples?

Grupos de Hispanohablantes en Estados Unidos/Spanish-speaking groups in the United States: What are the Hispanic contributions to the United States culture?

Anchor Texts

Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)

La Lengua que Heredamos, 7th edition (E-book)- Wiley, 2014 (College level)

Taller de escritores (textbook) – Vista Higher Learning, 2012 (College level)

Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.

Spanish Four years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections -

- *Sonia Sotomayor-La niña que soñaba/Sonia Sotomayor/The girl and her dream.*

Targeted Skill (S) Interpretive mode, Spoken presentational mode.

- *Parejas sin fronteras/ Interracial relationships.*

Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

- *Biographies of Isabel Allende, Pablo Neruda and Jorge Luis Borge.*

Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *Grupos hispanos en los Estados Unidos/Hispanic groups in the USA.*

Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.

Short Texts

- *Video historia: Facetas/Picture story: Facets, Enfoques (ebook)*

Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *El otro de Jorge Luis Borja (fragmento/The other by Jorge Luis Borja.*

Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *Poema 20 de Pablo Neruda/Poem 20 by Pablo Neruda.*

Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Reading/Writing/Speaking/Listening Assessments

- *Famous Latin Americans in the USA.*
- *First Colony in North America*
- *Linda Alvarado una hispana notable.*
- *The present tense/stem-changing verbs/Irregular “yo” forms of verbs. Enfoques TB, pp.14-15*
- *Ser & Estar. Enfoques, ebook*
- *The progressive forms, Enfoques, ebook*
- *Listening activities, A-B, Enfoques ebook*
- *Di algo/Say something, Enfoques, ebook*

- *Various description mini-projects (writing assessments)*
- *La verdad/The truth, Enfoques ebook*
- *¿Qué sabes de tu compañero?*
- *Discusión matrimonial/Matrimonial argument, Enfoques, ebook*
- *Dictation in the target language*
- *Writing assignment in the target language (short stories, descriptions, etc.)*
- *Create oral reports using only the target language*
- *A variety of Audio assessments only in the target language.*

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

WWW.studyspanish.com

WWW.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Blackboard Learn

Google Classroom

Online Audio Texts

Blackboard

Word Processors

Microsoft Office Programs

Online Library Databases

Webquests

PowerPoint

Presentational resources

Online Spanish Language Newspapers and Magazines

Spanish Radio

Charts and graphics
Visual art (Paintings, photographs, posters)
Radio segments
Podcasts
Audio guides (travel, museum)
Music
Films
History textbooks
Opinions polls
Letters

Suggested Time Frame:

5-6 weeks

PCTI Curriculum Unit Planner

Content Area:	<i>Conversational/Composition A “Honors”</i>	Grade(s)	<i>9, 10, 11, 12</i>
Unit Plan Title:	<i>Tema 2/Theme/Las diversiones/Pass times.</i>		
<i>NJSL Standard(s) Addressed</i>			
Interpretive Mode/Proficiency Level: Advanced Low			
7.1. AL.A.1	Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.		
7.1. AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by		

- speakers of the target language, in informal and some formal settings.
- 7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1. AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1. AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1. AL.A.6 Reserved
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- 7.1. AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1. AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1. AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1. AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1. AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in

- [informal and some formal](#) settings.
- 7.1.
AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.
AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1.
AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.
- 7.1.
AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1.
AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.
AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.
- 7.1.
AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.
- 7.1.
AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Essential Questions

La música y el teatro/Music and the Arts: Why are art and music important in our lives?

Los lugares de Recreo/Recreation places: Where do you go to relax and enjoy yourself?

Las diversiones/Fun activities: What are the different types of activities people participate in to have fun as a group?

Anchor Texts

Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)

La Lengua que Heredamos, 7th edition (E-book)- Wiley, 2014 (College level)
Taller de escritores (textbook) – Vista Higher Learning, 2012 (College level)
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- *Idilio por Mario Benedetti/Idolizing by Mario Benedetti.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode.
- *El nuevo Cine Mexicano/The New Mexican Movie Industry*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Biographies of Gael Garcia Bernal*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *El Toreo: ¿Cultura o tortura?/Bullfight: is it culture or torture?*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *La Historia de España/History of Spain*
Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.

Short Texts

- *Video historia: Facetas/Picture story: Facets, Enfoques (ebook)*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *Los premios de cine/Movie awards*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *El Triple: Un cortometraje de Ivan D. Gaona/"Triple": a Short film about Ivan D. Gaona*
Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.
- *Don Quijote de la Mancha: Las Aventuras de los Molinos de Viento/Don Quijote de la Mancha: Adventures of the Windmills*
Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Writing/Speaking Assessments

- *A pluralistic Spain: Christians, Jews and Mores*
- *Direct and indirect object pronouns, Enfoques ebook*

- *Prepositional pronouns, Enfoques*
- *Indirect object pronouns with Specific verbs, Enfoques, ebook*
- *Reflexive verbs, Enfoques, ebook*
- *Listening activities A-B (Las diversiones), Enfoques ebook*
- *Oral presentations on Spain and daily routines*
- *Class discussion about an influential Latin American person in the United States*
- *Various description mini-projects (writing assessments)*
- *Dictation in the target language*
- *Writing assignment in the target language (short stories, descriptions, etc.)*
- *Create oral reports using only the target language*
- *A variety of Audio assessments only in the target language.*

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Google Classroom

Online Audio Texts

Blackboard

Word Processors

Microsoft Office Programs

Online Library Databases

Webquests

PowerPoint

Presentational resources

Online Spanish Language Newspapers and Magazines
Spanish Radio
Charts and graphics
Visual art (Paintings, photographs, posters)
Radio segments
Podcasts
Audio guides (travel, museum)
Music
Films
History textbooks
Opinions polls
Letters

Suggested Time Frame:

4-5 weeks

PCTI Curriculum Unit Planer

Content Area:	<i>Conversational/Composition A “Honors”</i>	Grade(s)	<i>9, 10, 11, 12</i>
Unit Plan Title:	<i>Tema 3/Theme 3: Daily life/La vida diaria</i>		
<i>NJSL Standard(s) Addressed</i>			
Interpretive Mode/Proficiency Level: Advanced Low			
7.1. AL.A.1	Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.		

- 7.1. AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1. AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1. AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
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- 7.1. AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1. AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1. AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1. AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.

7.1. AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

7.1. AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

7.1. AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.

7.1. AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.

7.1. AL.C.3 Use language creatively in writing for personal, career, or academic purposes.

7.1. AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.

7.1. AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.

7.1. AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Essential Questions

La música y el teatro/Music and the Arts: Why are music and art important in our lives?

Los lugares de Recreo/Recreation places: What places are suitable to relax and enjoy life?

Las diversiones/Fun activities: What are the different types of activities people participate in to have fun as a group?

Anchor Texts

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Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

Targeted Skill (S) Interpretive mode, Spoken presentational mode.

- *La familia Real*

Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

- *Leticia Ortiz*

Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *Granada*

Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

- *El último brindis*

Target Skills (S) Interpretive mode, Spoken mode and Interpersonal mode.

- *El arte de la vida diaria*

Target Skills (S) Interpretive mode, Spoken mode and Interpersonal mode.

- *Simón Bolívar*

Target Skills (S) Interpretive mode, Spoken mode and Interpersonal mode.

Short Texts

- *Video historia: Fotonovela, Enfoques (ebook)*

Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *Adios Mamá: Un cortometraje de Ariel Gordon/A short film by Ariel Gordón*

Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode

- *Y el hombre más rico del mundo es..Carlos Slim/An the richest man in the world is.... Carlos Slim.*

Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode

- *The Mayan, Aztecs/Los Mayas y los Aztecas*

Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode

Suggested Reading/ Writing/Speaking Assessments

- *México before Cortés.*
- *The Preterite and Imperfect tense, Enfoques, ebook*
- *The Preterite and the Imperfect together, Enfoques, ebook*
- *Reflexive verbs in the past tense, Enfoques, ebook*
- *Listening activities A-B (La vida diaria), Enfoques ebook*
- *Oral presentations on Mexico, The Mayas, The Aztecs, and La Malinche.*
- *Class discussion about Mexico.*
- *The treaty of Guadalupe- El tratado de Guadalupe.*
- *Various description mini-projects (writing assessments)*
- *Dictation in the target language*
- *Writing assignment in the target language (short stories, descriptions, etc.)*
- *Create oral reports using only the target language*
- *A variety of Audio assessments only in the target language*
- *Frida Kahlo and Diego de Rivera*
- *Sor Juana Ines de La Cruz*

Resources (websites, Blackboard, documents, etc.)

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WWW.VHL.com

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Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

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Presentational resources
Online Spanish Language Newspapers and Magazines
Spanish Radio
Charts and graphics
Visual art (Paintings, photographs, posters)
Radio segments
Podcasts
Audio guides (travel, museum)
Music
Films
History textbooks
Opinions polls
Letters

Suggested Time Frame:

4-5 weeks

PCTI Curriculum United Planer

<i>Content Area:</i>	<i>Conversational/Composition A “Honors”</i>	<i>Grade(s)</i>	<i>9, 10, 11, 12</i>
<i>Unit Plan Title:</i>	<i>Tema 4/Theme 4: La salud y el bienestar/Health and well being.</i>		
<i>NJSL Standard(s) Addressed</i>			

Interpretive Mode/Proficiency Level: Advanced Low

- 7.1. AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1. AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1. AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1. AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
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- 7.1. AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1. AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1. AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1. AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and

- indirect requests.
- 7.1.
AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.
AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1.
AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.
AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1.
AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.
- 7.1.
AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1.
AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.
AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.
- 7.1.
AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.
- 7.1.
AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

*¿Cómo es el sistema de salud en Latino América?/ What is the health system like in Latin America?
 ¿Qué se recomienda hacer para mantener nuestra salud?/ What is recommended to keep one's health?
 ¿Qué se considera "medicina alternativa" en Latino America?/ What is considered "alternative medicine" in Latin American?*

Anchor Texts

*Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)
 La Lengua que Heredamos, 7th edition (E-book)- Wiley, 2014 (College level)
 Taller de escritores (textbook) – Vista Higher Learning, 2012 (College level)
 Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
 Spanish Four years-Advanced Spanish with AP Component- Second edition- An Amsco.*

Informational Texts

Authentic Reading Selections:

- *De Abuelos y Chamanes/From Grandparents and Witch doctors
 Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.*
- *La "Ciclovía" de Bogotá/ The "Cycleway" from Bogota
 Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.*
- *Las Farmacias/Pharmacies
 Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.*
- *Los México-Américanos/Mexican Americans
 Target Skills (S) Interpretive mode, Spoken mode and Interpersonal mode.*
- *Ellen Ochoa: Una Mexicoamericana Triunfadora/Ellen Ochoa: A successful Mexican-American
 Target Skills (S) Interpretive mode, Spoken mode and Interpersonal mode.*

Short Texts

- *Video historia: Fotonovela/Picture story: Facetas, Enfoques (ebook)
 Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.*
- *Éramos pocos: un cortometraje de Borja Cobeaga
 Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode*
- *Mujeres de Ojos Grandes/Wide-eyed women
 Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode*
- *Colombia gana la guerra a una vieja enfermedad/ Colombia wins the war against an old time disease*

Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode

Suggested Reading/ Writing/Speaking Assessments

- *The subjunctive with nouns clauses*
- *Commands.*
- *Por and Para.*
- *The subjunctive with impersonal expressions.*
- *Various description mini-projects (writing assessments)*
- *Dictation in the target language*
- *Writing assignment in the target language (short stories, descriptions, etc.)*
- *Create oral reports using only the target language*
- *A variety of Audio assessments only in the target language*
- *Frida Kahlo and Diego de Rivera*
- *Sor Juana Ines de La Cruz*

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

WWW.studyspanish.com

WWW.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Blackboard Learn

Google Classroom

Online Audio Texts

Blackboard

Word Processors

Microsoft Office Programs

Online Library Databases

Webquests

PowerPoint
Presentational resources
Online Spanish Language Newspapers and Magazines
Spanish Radio
Charts and graphics
Visual art (Paintings, photographs, posters)
Radio segments
Podcasts
Audio guides (travel, museum)
Music
Films
History textbooks
Opinions polls
Letters

Suggested Time Frame:

4-5 weeks

PCTI Curriculum Unit Planner

Content Area:	Conversational/Composition A “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 5/Theme 5: Los viajes/trips		
NJSL Standard(s) Addressed			
Interpretive Mode/Proficiency Level: Advanced Low			
7.1. AL.A.1	Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources		

- related to targeted themes.
- 7.1. AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1. AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1. AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1. AL.A.6 Reserved
This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1. AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1. AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1. AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1. AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1. AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.

7.1. AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

7.1. AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

7.1. AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.

7.1. AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.

7.1. AL.C.3 Use language creatively in writing for personal, career, or academic purposes.

7.1. AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.

7.1. AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.

7.1. AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Essential Questions

How is traveling in a Spanish speaking country different from traveling in the United States?/

Where would you like to you travel to study abroad and Why?/¿Dónde viajarías si tuvieras que estuiar un semestre en el extranjero?

*Why traveling fosters cross-cultural understanding?/¿Como el viajar nos ayuda a valorar/entender diferentes culturas?
How do we prepare for a trip overseas?/ ¿Cómo se organiza un viaje al extranjero?*

Anchor Texts

Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)
La Lengua que Heredamos, 7th edition (E-book)- Wiley, 2014 (College level)
Taller de escritores (textbook) – Vista Higher Learning, 2012 (College level)
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- *La ruta del café/the route of coffee.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode.
- *El Canal de Panama/The Panama Canal.*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Biography of Gabriel Garcia Marquez/Biografía del escritor colombia Gabriel Garcia Marques.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *La luz es como el agua/Light as water.*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- La Ruta Maya*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Puerto Rico Commonwealth nation/Estado libre asociado de Puerto Rico.*
Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.

Short Texts

- *Video historia: Facetas/Picture story: Fotonovela, Enfoques (ebook)*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *Ecoturismo en Latin America/Ecotourism in Latin America*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *Viajamos a Miami: Cortometraje by Giraldez and Provencio/A trip to Miami: a Short film by Giraldez and Provencio.*
Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.

- *Don Quijote de la Mancha: Las Aventuras de los Molinos de Viento/Don Quijote de la Mancha: Adventures of the Windmills Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.*

Suggested Reading/Writing/Speaking/ Assessments

- *La selva Amazónica “Los Pulmones del Mundo”/ The Amazon Jungle “The planet’s Lungs.*
- *De America al mundo/ From the Americas to the world.*
- *Comparativos y superlativos/Comparatives and Superlatives – Enfoques- ebook*
- *Expresiones afirmativas, negativas e indefinitivas/Negative, affirmative, and in definitive expressions-Enfoques-ebook.*
- *El subjuntivo con una oración subordinada adjetiva/The subjunctive in adjective clauses- Enfoques-ebook.*
- *Listening activities A-B (Los viajes), Enfoques ebook*
- *Oral presentations on Puerto Rico*
- *Class discussions*
- *Various description mini-projects (pictionaries)*
- *Dictation in the target language (vocabulary/spelling)*
- *Writing assignment in the target language (short stories, descriptions, short essays, etc)*
- *Create oral reports using only the target language*
- *A variety of Audio assessments only in the target language.*
- *Research paper*

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

WWW.studyspanish.com

WWW.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

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Visual art (Paintings, photographs, posters)
Radio segments
Podcasts
Audio guides (travel, museum)
Music
Films
History textbooks
Opinions polls
Letters

Suggested Time Frame:

5 weeks

PCTI Curriculum Unit Planner

<i>Content Area:</i>	<i>Conversational/Composition A “Honors”</i>	<i>Grade (s)</i>	<i>9, 10, 11, 12</i>
<i>Unit Plan Title:</i>	<i>Tema 6/Theme 6: La naturaleza/Nature</i>		

NJSL Standard(s) Addressed	
Interpretive Mode/Proficiency Level: Advanced Low	
7.1.AL.A.1	Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.
7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings.
7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural <u>perspectives</u> are reflected in cultural <u>products</u> and cultural <u>practices</u> .
7.1.AL.A.4	Evaluate, from multiple cultural <u>perspectives</u> , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and <u>formal</u> contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
Interpersonal Mode/Proficiency Level: Advanced Low	
7.1.AL.B.1	Use <u>digital tools</u> to participate in extended conversations on topics of a personal, academic, or social nature using a

- variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1.AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.
- 7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that

support the goals of the Personalized Student Learning Plan.

Essential Questions

¿Qué importancia tiene la naturaleza en tu vida diaria?/ What is the importance of nature in your daily life?
¿Crees que a veces se exageran los problemas del medio ambiente?/Do you think that sometimes the problems with the environment are exaggerated?
¿Cómo los países Latino Americanos protegen los derechos de los animales? /How do Latin American countries deal with animal rights?

Anchor Texts

Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)
La Lengua que Heredamos, 7th edition (E-book)- Wiley, 2014 (College level)
Taller de escritores (textbook) – Vista Higher Learning, 2012 (College level)
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- *Los bosques del mar/ The forests of the sea.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode.
- *El eclipse/ Eclipse*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Biography of Augusto Monterroso/Biografía del escritor Augusto Monterroso.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *La conservación de Vieques/The conservation of Vieques.*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Cuba ayer y hoy/Cuba yesterday and today.*
Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.

Short Texts

- *Video historia: Facetas/Picture story: Fotonovela*

Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *De Cuba al mundo/From Cuba to the world.*

Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *Fidel Castro y la crisis cubana de los misiles/Fidel Castro and the Cuban misil crisis.*

Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *El día menos pensado: Cortometraje de Fondo Nacional para la cultura y las artes mexicano de cinematografía/The day less expected by the Mexican National Arts Institute.*

Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Reading/Writing/Speaking/ Assessments

- *La biodiversidad/ Biodiversity*
- *Parque Nacional Submarino de Caleta/ La Culeta Underwater National Park.*
- *El Yunque/ The Yunque.*
- *Los derechos de los animals/Animal rights in Latin America.*
- *El uso del futuro/The use of the future tense– Enfoques (ebook)*
- *El subjuntivo con clausulas adverbiales/The subjunctive with adverbial clauses- Enfoques-ebook.*
- *Las preposiciones: A, hacia y con/The prepositions: A, hacia and con.*
- *Listening activities A-B (Los viajes), Enfoques ebook*
- *Oral presentations on Cuba/Fidel Castro and the Cuban Revolution.*
- *Class discussions*
- *Various description mini-projects (pictionary)*
- *Dictation in the target language (vocabulary/spelling)*
- *Writing assignment in the target language (short stories, descriptions, short essays, etc)*
- *Create oral reports using only the target language*
- *A variety of Audio assessments only in the target language.*
- *Research paper*

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

WWW.studyspanish.com

WWW.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Blackboard Learn

Google Classroom

Online Audio Texts

Blackboard

Word Processors

Microsoft Office Programs

Online Library Databases

Webquests

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Presentational resources

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Spanish Radio

Charts and graphics

Visual art (Paintings, photographs, posters)

Radio segments

Podcasts

Audio guides (travel, museum)

Music

Films

History textbooks

Opinions polls

Letters

Suggested Time Frame:	3-4 weeks
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PCTI Curriculum Unit Planner

Content Area:	Conversational/Composition A “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 7/Theme 7: La tecnología y la ciencia/Technology and Science		

NJSL Standard(s) Addressed

Interpretive Mode/Proficiency Level: Advanced Low

- 7.1. AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1. AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1. AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1. AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1. AL.A.6 Reserved
This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the

previous version of the standard for world languages, this Indicator is listed as reserved.

- 7.1. AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and [formal](#) contexts.
- 7.1. AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1. AL.B.1 Use [digital tools](#) to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1. AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1. AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1. AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1. AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1. AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.
- 7.1. AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1. AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1. Compare and contrast the structural elements and/or

- AL.C.4 cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.
- 7.1. Analyze how cultural [perspectives](#) about a specific cultural
- AL.C.5 [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.
- 7.1. Create an electronic portfolio in the target language with
- AL.C.6 artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Essential Questions

- ¿Podrían vivir sin correo electrónico o el móvil/Can you survive without e-mail or telephone?*
- ¿Cuáles son las ventajas y las desventajas de la tecnología en nuestras vidas?/What are the advantages and disadvantages of technology in our daily lives?*
- ¿Qué papel cumple la ética en los avances científicos?/what is the role of "ethics" in the area of science?*

Anchor Texts

- Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)*
- La lengua que heredamos, 7th edition (E-book)- Wiley, 2014 (College level)*
- Taller de escritores (textbook) – Vista Higher Learning, 2012 (College level)*
- Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.*
- Spanish Four years-Advanced Spanish with AP Component- Second edition- An Amsco.*

Informational Texts

Authentic Reading Selections:

- *Argentina: Tierra de Animadores/Argentina land of entertainers.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode.
- *El bobo del móvil/the móvil*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Biografía del escritor Arturo Perez Reverte/biography of Arturo Perez Reverte.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- *El arte en la blogosfera/The art in Blogosphere*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Santo Domingo: Ciudad primada de las Américas/Santo Domingo: The first city of the Americas*
Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.

Short Texts

- *Video historia: Facetas/Picture story: Fotonovela, Enfoques (ebook)*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *La Ciguapa: Un mito de folclor dominicano/La Ciguapa a flokloric myth of The Dominica Republic.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *Inventos argentinos/ Argentinian inventions*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
La mina de oro: Cortometraje de Jaques Bonnavent/ The gold mine by Jaques Bonnavent.
Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Reading/Writing/Speaking/ Assessments

- *Las hermanas Mirabal/The Mirabal sisters.*
- *Descendientes africanos en Latino America/Blacks in Latin America*
- *Oscar de la Renta/Oscar de la Renta*
- *National Parks in the Dominican Republic.*
- *El uso Pressente Perfecto/The use of Present Perfect Tense– Enfoques- ebook.*
- *El uso del Pasado Perfecto/The use of the Past Perfect Tense- Enfoques-ebook.*
- *Los diminutivos y aumentativos/The use of diminutives and augmentatives.*
- *Listening activities A-B (Los viajes), Enfoques ebook*
- *Oral presentations on the Dominican Republic.*
- *Class discussions*
- *Various description mini-projects (pictionary)*
- *Dictation in the target language (vocabulary/spelling)*

- *Writing assignment in the target language (short stories, descriptions, short essays, etc)*
- *Create oral reports using only the target language*
- *A variety of Audio assessments only in the target language.*
- *Research paper*

Resources (websites, Blackboard, documents, etc.)

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Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

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Online Spanish Language Newspapers and Magazines

Spanish Radio

Charts and graphics

Visual art (Paintings, photographs, posters)

Radio segments

Podcasts

Audio guides (travel, museum)

Music
Films
History textbooks
Opinions polls
Letters

Suggested Time Frame:

5-6 weeks

PCTI Curriculum Unit Planner

Content Area:	<i>Conversational/Composition A “Honors”</i>	Grade (s)	<i>9,10, 11, 12</i>
Unit Plan Title:	<i>Tema 8/Theme 8: La economía y el trabajo / The economy and work</i>		
<i>NJSL Standard(s) Addressed</i>			
Interpretive Mode/Proficiency Level: Advanced Low			
7.1. AL.A.1	Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.		
7.1. AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings.		
7.1. AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural <u>perspectives</u> are reflected in cultural <u>products</u> and cultural <u>practices</u> .		
7.1. AL.A.4	Evaluate, from multiple cultural <u>perspectives</u> , the historical, political, and present-day contexts that connect or have connected famous people, places, and		

- events from the target culture(s) with the United States.
- 7.1. AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1. AL.A.6 Reserved
This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1. AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and [formal](#) contexts.
- 7.1. AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1. AL.B.1 Use [digital tools](#) to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1. AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1. AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1. AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1. AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1. AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.

- | | |
|----------------|---|
| 7.1.
AL.C.2 | Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. |
| 7.1.
AL.C.3 | Use language creatively in writing for personal, career, or academic purposes. |
| 7.1.
AL.C.4 | Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. |
| 7.1.
AL.C.5 | Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. |
| 7.1.
AL.C.6 | Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. |

Essential Questions

- ¿Ya han preparado su curriculum vitae?/What information is essential when preparing a resume?*
¿Se han presentado alguna vez a una entrevista de trabajo?/ Have you ever had a job interview?
¿Por qué algunos países de Latino América se le llaman “países en vías de desarrollo”/Why are some Latin America countries called “third world countries”?

Anchor Texts

- Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)*
La lengua que heredamos, 7th edition (E-book)- Wiley, 2014 (College level)
Taller de escritores (textbook) – Vista Higher Learning, 2012 (College level)
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four years-Advanced Spanish with AP Component- Second edition- An AMSCO.

Informational Texts

Authentic Reading Selections:

- *Las telenovelas/Soap operas.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode.
- *La isla Margarita/Margarita Island.*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Biografia del escritor Horacio Quiroga/Biography of Horacio Quiroga.*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *La abeja aragana.*
Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- *Gustavo Dudamel: La estrella de “El sistema”*
Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.
- *Tradiciones y costumbres curiosas de los mayas/Traditons of the Mayan civilization.*
Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode

Short Texts

- *Video historia: Facetas/Picture story: Fotonovela, Enfoques (ebook)*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *Carolina Herrera/Carolina Herrera*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *Telenovelas en Lationamerica/Soap Operas in Latin America*
Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- *Payaso :Cortometraje de Stepehn Lynch/ Clown by Stephen Lynch*
Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Reading/Writing/Speaking/ Assessments

- *The conditional tense*
- *The past subjunctive*
- *Clauses with simple tenses*
- *Transitional expressions*
- *Listening activities A-B (Los viajes), Enfoques ebook*

- *Oral presentations on the Dominican Republic.*
- *Class discussions*
- *Various description mini-projects (pictionary)*
- *Dictation in the target language (vocabulary/spelling)*
- *Writing assignment in the target language (short stories, descriptions, short essays, etc)*
- *Create oral reports using only the target language*
- *A variety of Audio assessments only in the target language.*
- *Research paper*

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

WWW.studyspanish.com

WWW.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Blackboard Learn

Google Classroom

Online Audio Texts

Blackboard

Word Processors

Microsoft Office Programs

Online Library Databases

Webquests

PowerPoint

Presentational resources

Online Spanish Language Newspapers and Magazines

Spanish Radio

Charts and graphics

Visual art (Paintings, photographs, posters)

Radio segments

Podcasts

Audio guides (travel, museum)

Music

Films

History textbooks

Opinions polls

Letters

Suggested Time Frame:

4-5 weeks

5

III. METHODS OF STUDENTS ASSESSMENT/EVALUATION

Summative Assessment: The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against standards/pre assessment or bench marks given by the teacher.

Persuasive essay written in the target language

Oral presentations or reports given in the target language

Final project

End of course exam will measure the 3 modes of communication (Interpretive, Presentational, and Interpersonal modes)

End of unit exam

Writing portfolio

Formative Assessment: The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be use by the instructor to improve their teaching and by students to improve their learning.

Class participation
Cooperative learning activities
Narrative writing
Informational writing
Persuasive writing
Homework and in class activities
Literature analysis and interpretation
Quizzes
Short Reports and presentations
Speaking, listening and reading assessments
Questioning
Observation
Dictation
Submit one of two sentences identifying the main point of a lecture
Turn in early assignment (s) for early feedback
Exercises to review for exams

IV. LIST OF TEXTBOOKS, INSTRUCTIONAL MATERIALS & SOFTWARE:

Other materials to be used include, but are not limited to:

Newspapers and magazine articles from authentic Spanish language media
A variety of literary texts
Maps
Charts and graphics
Letters
Radio segments (news, advice, travel tips, reviews)
Podcasts
Films
Music

Visual arts (paintings, photographs, posters)

Opinion polls

Audio guides (travel, museum)

V. INSTRUCTIONAL STRATEGIES:

Engaging in discussion (whole class/small group)

Reading silently and aloud

Listening and speaking activities

Role playing

Field trips (Cultural and professional opportunities)

Watching and responding to media

Brainstorming (think-aloud/written)

Free writing

Revising and editing

Participating in small and large groups

Researching to make connections to texts and classroom discussions

Collaborative projects

Answering questions (oral/written)

Summarizing

Debating

Analyzing texts, discussions, etc.

Paraphrasing

Note taking/note making

Drafting/writing

VI. SCOPE AND SEQUENCE

<p style="text-align: center;">SKILLS TO BE LEARNED</p> <p>Strand: Interpretive Mode</p>	<p><i>I = Introduce</i> <i>D = Develop</i> <i>R= Reinforce</i> <i>M = Master</i></p>
<p><i>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</i></p>	<p><i>IDRM</i></p>
<p><i>Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</i></p>	<p><i>RM</i></p>
<p><i>Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how culture perspectives are reflected in cultural products and cultural practices.</i></p>	<p><i>DRM</i></p>
<p><i>Evaluate, from multiple- perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture (s) with the United States.</i></p>	<p><i>IDRM</i></p>
<p><i>Evaluate information from oral and written discourse dealing with variety of topics.</i></p>	<p><i>RM</i></p>
<p><i>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</i></p>	<p><i>IDRM</i></p>
<p><i>Analyze elements of the target language that do not have a comparable linguistic element in English.</i></p>	<p><i>IDRM</i></p>
<p style="text-align: center;">SKILLS TO BE LEARNED</p> <p>Strand: Interpersonal Mode</p>	<p><i>I = Introduce</i> <i>D = Develop</i> <i>R= Reinforce</i> <i>M = Master</i></p>
<p><i>Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of</i></p>	<p><i>RM</i></p>

<i>timeframes to exchange information</i>	
<i>Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</i>	DRM
<i>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</i>	DRM
<i>Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</i>	RM
<i>Engage in oral and/ or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</i>	RM
<i>Use language in a variety of settings to further personal, academic and career goals.</i>	IDRM
SKILLS TO BE LEARNED	I = Introduce D = Develop R= Reinforce M = Master
Strand: Presentational Mode <i>Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</i>	ID
<i>Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</i>	IDRM
<i>Use language creatively in writing for personal, career, or academic purposes.</i>	DRM
<i>Compare and contrast the structural elements and/or cultural perspectives found in cultural authentic materials with those found in selections in English.</i>	DRM
<i>Analyze how cultural perspectives about specific cultural products or cultural practice associated with the target culture (s)</i>	

<i>change over time, and compare with changing perspectives in one's own culture.</i>	
<i>Create a portfolio in the target language with artifacts documenting language proficiency, , cross-cultural awareness and experiences and other qualifications that support the goals of the Personalized Student Learning Plan.</i>	IDRM

PROFICIENCIES

The advanced-low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently in order to:

- *Analyze, synthesize and identify most supporting details in written and oral text. (7.1.AL.A.1-5 & 7.1.AL.A.7-8)*
- *Infer meaning of unfamiliar words in new contexts and infer and interpret author's intent. (7.1.AL.A.1-5 & 7.1.AL.A7-8)*
- *Identify some cultural perspectives and the organizing principle in written and oral text. (7.1.AL.A.1-5 & 7.1.AL.A.7-8)*
- *Narrate and describe, compare and contrast some cultural perspectives. (7.1.AL.B.1-6 & 7.1AL.C.1-5)*
- *Offer and support opinions and persuade someone to change a point of view. (7.1.AL.B.1-6 & 7.1.AL.C.1-5)*
- *Make and change plans in written and oral form (7.1.AL.B.1-6 & 7.1AL.C.1-5)*
- *Offer advice and handle a situation with a complication in written and oral form. (7.1.AL.B.1-6 & 7.1.AL.C.1-5)*
- *Collect, share and analyze data related to global issues, problems, and challenges to gain an understanding of the role cultural perspectives play in how these issues are perceived 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, population growth and migration, environmental degradation and protection, discrimination, freedom of speech and civil, international, and other human rights. (7.1.AL.c.6)*
- *Be able to view one's own culture through the lens of others to assist in the understanding of global issues. (7.1.AL.C.6)*
- *Observe and/ or participate in the four art forms across and within cultures to gain and understanding of the shared human experience (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and creation and performance of dance, music, theater, and visual arts. (7.1.AL.C.6)*

- *Examine the roles of race, ethnicity, gender, and religion through world history and across cultures to assist in the understanding the current sociopolitical landscape (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literature. (7.1AL.C.6)*

INTERPRETIVE MODE

Linguistic:

- *Analyze written and oral text.*
- *Synthesize written and oral text.*
- *Identify most supporting details in written and oral text.*
- *Infer meaning of unfamiliar words in new contexts.*
- *Infer and interpret author's intent.*
- *Identify some cultural perspectives.*
- *Identify the organizing principle in written and oral text.*

Cultural:

1. *The advanced-low Cultural Content Statements remain the same for all the strands*

INTERPERSONAL MODE

Linguistic:

- *Infer meaning of unfamiliar words in new contexts.*
- *Identify some cultural perspectives.*
- *Narrate to describe across a wide-range of topics.*
- *Compare and contrast.*
- *Offer and support opinions.*
- *Persuade someone to change a point of view.*
- *Make and change plans.*
- *Offer advice.*

- *Handle a situation with complications.*

Cultural:

2. *The advanced-low Cultural Content Statements remain the same for all the strands*

PRESENTATIONAL MODE

Linguistic:

- *Synthesize written and oral text.*
- *Identify some cultural perspectives.*
- *Narrate and describe across a wide-range of topics.*
- *Compare and contrast.*
- *Offer and support opinions.*
- *Persuade someone to change a point of view.*
- *Offer advice.*

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 and how they are addressed.*
- *Being able to view one's own culture through the lens of others assists in understanding global issues.*
- *Observing and/ or participating in the four art forms, across and within cultures, leads to an understanding of the shared human experience.*
- *Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential.*
- *Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers.*

- *Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape*

Syllabus

CONVERSATION “A”

COURSE DESCRIPTION:

Spanish Conv-A Honors is the fourth course in the sequence in preparing students for the Conversational-B class and the Spanish AP Language and Culture Exam, which gives students the opportunity to receive college credits. Grammar, reading, writing, speaking, and listening skills are covered at an accelerated pace. Students will do research and presentations on various cultural topics. This is achieved by groups, partners and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. Also, the written component is a major part of this course. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

OBJECTIVES AND EXPECTATIONS:

- *The aptitude to comprehend formal and informal spoken Spanish used in a everyday setting.*
- *The acquisition of vocabulary to allow students to be able to read magazines, newspapers, short stories and other pertinent passages of literature and general interests.*
- *The aptitude to write with a degree of accuracy and fluency for this grade level: expository, narrative, persuasive, and imaginative 250 words compositions via journals.*
- *Understanding and appreciation of the Spanish speaking culture as well as be able to discuss its past and modern history.*
- *The aptitude to express ideas orally with a degree of accuracy and fluency for this grade level.*

- *The aptitude to express ideas*

OBJECTIVES OF THE 4 SKILLS

Listening:

- *Follow a conversation between educated, native Spanish-speakers but may include idiomatic and colloquial expressions.*
- *Obtain information from oral reports or other types of narrative.*
- *Understand standard Spanish on radio or television programs, such as soap operas, interviews, and news reports.*
- *Identify cues that affect meaning in communication, both verbal cues and non-verbal.*
- *Recognize the purpose and motivation of speakers.*

Reading

- *Have an overall comprehension of expository and narrative selections.*
- *Have an overall comprehension of magazine and newspaper articles on a variety of topics.*
- *Draw conclusions and make generalizations.*
- *Defend a given opinion by citing references.*
- *Determine the main idea and probable outcomes in reading selections.*
- *Answer the questions about literal or inferred meaning.*
- *Distinguish between fact and opinion.*
- *Specify ideas about characters, actions, and places.*
- *Paraphrase and summarize ideas or concepts from a text.*
- *Interpret idiomatic expressions, old popular sayings, proverbs, and colloquial languages.*
- *Analyze the meaning of unknown words.*

Writing

- *Write with accuracy and variety in grammar, syntax, and usage with few errors.*
- *Write/develop well structure paragraphs.*

- *Write/develop persuasive essay.*
- *Write for a variety of audiences and purpose.*
- *Write in a variety of modes, including narrative; expository; and imaginative.*
- *Begin to develop a personal writing style.*
- *Write with accuracy.*
- *Write/use transitional word when writing persuasive essays.*
- *Write/using appropriate register.*

Speaking:

- *Express facts, ideas, and feelings in a manner that is intelligible to a native Spanish speaker.*
- *Narrate, describe, and explain in the past and present tenses, using appropriate grammatical structures.*
- *Formulate oral questions that clarify meaning and participate in class discussions that include higher-level thinking, such as analysis, synthesis, and evaluation.*
- *Has accuracy and variety in grammar syntax, and use with few errors.*
- *Able to make well structure oral presentations without any interference from the English language.*

TEXTBOOKS

“La Lengua que Heredamos” -Curso de Español para Bilingues by, Johns Wiley & Sons (E_BOOK)

“Enfoques” -Curso intermedio de lengua española by María Colbert and José Blanco-Vista Higher Learning,(E_BOOK)

“Taller de Escritores” -Grammar and Composition for Advanced Spanish by Guillermo Bleichmar and Paula Cañón-Vista Higher Learning.

“Encuentros Maravillosos” -Gramática a través de la Literatura by Abby Kanter-Scott Foresman.

Novels: El Lazarillo de Tormes, and Don Quijote de la Mancha- Book and CD.

And a variety of reading material from: Novels, short stories, magazines, newspapers articles, etc.

One 2 or 2 ½ inch three ring binder, loose leaf paper (LINED), pencils, black, red and green pens, one pack of binder dividers and 3 highlighters.

10% Homework

- *Homework will be assigned at teacher's discretion. It might come from the textbook, handouts, oral presentations (reports), magazines, internet, videos, group work, specific reading assignments, writings, (compositions) etc.*
- *Homework will be place on teacher's desk as soon as the student arrives into the classroom.*
- *PLEASE MAKE SURE THAT YOU DO YOUR HOMEWORK AT HOME.*

10% Class Participation

- *Students MUST participate when asked by teacher or by raising their hand during classroom discussions.*
- *Students MUST bring textbooks, pencils, pens on daily basis.*
- *Students MUST make oral presentations (reports), during group work or individual work.*
- *Students MUST work on daily do activities exercises/journal.*
- *Students MUST arrive to class on time.*
- *Students MUST remain seating on assigned sits until bell rings.*
- *Student MUST demonstrate a positive attitude and mature behavior.*
- *Student MUST take notes on a daily basis.*

20% Quizzes

- *Vocabulary quizzes.*
- *POP quizzes.*
- *Reading quizzes.*
- *Oral presentation (reports) quizzes.*
- *Listening quizzes.*
- *Grammar quizzes.*
- *Skit quizzes.*
- *Writing quizzes.*

20% Projects

- *Students will be giving projects to take home or projects to be completed in classroom.*
- *All projects MUST be turn in ON TIME!!!!!!*
- *Oral presentations (reports) are part of project's assignments.*
- *Projects will be grated according to rubric.*

40% Exams

- *Students will be given exams during the marking period at teacher's discretion.*

- Exams will be announced one/two weeks in advance.
- Selective assigned oral report presentations or writings will count as exams.

IMPORTANT INFORMATION

Parents/ legal guardians: As you aware you have access to your son/daughter grades by using Power School.

It is the student's responsibility to make- up any missing assignments due to absence. Extra Credit assignments will be given to students that attend tutoring.

*If your daughter/son encounters difficulties with the course, at any time, during the school year, **PLEASE** send me an e-mail at ycancellieri@pcti.tec.nj.us to arrange tutoring.*

PARENT/GUARDIAN SIGNATURE: _____

STUDENT SIGNATURE: _____