

**CONVERSATIONAL/COMPOSITION B “ HONORS”
CURRICULUM
2016**

I- COURSE DESCRIPTION

Conversational/ Composition “B” is a course designed to expand, to enrich and to strengthen the students’ learning experiences acquired throughout their Spanish school years. Students will have the opportunity to study, through linguistic literacy, a wide range of subject areas and cultural patterns, to increase their active control of the language and be able to function independently in Spanish. Additionally, this course encourages students to develop and enhance their critical thinking skills. This course will also help the students to appreciate the dynamics of Latin American everyday life as well as understanding elements of Latin American literature, culture and history.

In Conversational/Composition “B”, students will increase interdisciplinary connections and develop cultural appreciation for the Latin American society, including but not limited to language, culture and people. “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 Common Core State Standards for English Arts and Literacy in History/Social studies, Science, and Technical Subjects and the NJSLS for World Languages” (NJSLS)

Purpose of study

Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Course Requisites

Students who will be part of this course are required to have taken and passed Conversational/Composition “A” with an average of 80% or above.

II- COURSE OBJECTIVES

Students taking Conversational/Composition B “Honors” should be aware that this class will shadow Spanish Advanced Placement (AP) (Language and Cultural Examination). Students will need to become familiar with the format of the AP exam, as outlined in the following chart:

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: Email Reply		1 prompt	12.5%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt	12.5%	Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts	12.5%	20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt	12.5%	2 minutes to respond

The Conversational Composition B “Honors” 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

PCTI Curriculum Unit Planner

Content Area:	Conversational/Composition B “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Advanced Grammar Review		
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.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.

Essential Questions

- ¿Cómo la fonética de la lengua inglesa interfiere con la fonética de la lengua española?/How do the phonetics of the English language interfere with the phonetics of Spanish?
- ¿Cómo es la estructura de una oración simple y compleja en español?/How do we structure a simple and complex sentence in Spanish?
- ¿Cómo se forman las palabras en español? Y ¿Cómo se analiza la estructura de las palabras en español?/How do we form words in Spanish? How do we analyze word structure in the target language?
- ¿Cómo se analiza el significado de las oraciones, párrafos y pensamientos en español?/How can we analyze the meaning of sentences, paragraphs and thoughts in Spanish?
- ¿Cómo el inglés interfiere con el español? How does the English language interfere with Spanish?

Anchor Texts

- Enfoques 4th edition E-text and textbook Vista Higher Learning, 2016 (College level)
- La Lengua que Heredamos, 7th edition (textbook), Wiley, 2014 (College level)
- Contemporary Linguistics, 5th edition (textbook), Bedford/St. Martin's 2005 (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 articulación de los fonos/Articulation of Sounds, Contemporary Linguistics (TB), pp.150-151
 - Targeted Skill (S) Interpretive mode, Spoken presentational mode.
- El sujeto y el predicado/Subject and Predicate, Contemporary Linguistics (TB), pp.201-202
 - Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

Short Texts

- Del Latin al romance/From Latin to romance, Contemporary Linguistics (TB), p.215
 - Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- El Judeo español/A Jewish Spanish, Contemporary Linguistics (TB), p.222
 - Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)
Activities may include, but are not limited to:

General review will cover the following grammar topics:

- Sentence types
- Pronouns (direct and indirect)
- Verb tenses and moods
- Command mode of verbs
- Reflexive pronouns and verbs
- Comparatives, diminutives, and superlatives
- Conjunctions and prepositions
- Indicative Mood and Subjunctive Mood
- Spelling
- Punctuation and accent marks
- Phonology, syntax, morphology and semantics

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:

3-4 weeks

PCTI Curriculum Unit Planner

Content Area:	Conversational/Composition B “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 9/Theme 9: Los medios de comunicación/ The Media		

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.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.

Essential Questions

- **La televisión, la radio y el cine/Television, radio and the movies: How does the media influence people's culture?**
- **La cultura popular/Pop culture: In what ways does pop culture influence society?**
- **Costa Rica: ¿Cómo ha logrado ser un ejemplo a seguir para otros países?/ How has Costa Rica managed to become a role model for other countries?**

Anchor Texts

- **Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)**
- **La Lengua que Heredamos, 7th edition (textbook)- 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 -

- El Mate/Mate (Traditional beverage), Enfoques, ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode.**
- Dos Palabras: Un fragmeno, por Isabel Allende/Two Words: An except by Isabel Allende, Enfoques, ebook
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- Guaraní: La lengua vencedora/Guaraní: The triumphant Language, Enfoques, ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Costa Rica: ejemplo positivo de Hispanoamérica/Costa Rica: A Positive Role Model in Latin America, La Lengua que Heredamos (TB), pp.269-270
 - **Target Skills (S) Interpretive 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.**
- Las Murgas y El Candombe (Traditional Dances from Uruguay), Enfoques, ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Sintonia: Un cortometraje de Moriarti Productions/Tunes: A Short Film by Moriarti Productions, Enfoques, ebook
 - **Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- Adjectives in English and Spanish, La Lengua que Heredamos (TB), p.275
- Relative pronouns, Enfoques, ebook
- The Many Different Translations of “than”, La Lengua que Heredamos (TB), p.273,
- The Present Perfect Subjunctive, Enfoques, ebook
- The Neuter “lo”, Enfoques, ebook
- Noun Gender in Spanish, La Lengua que Heredamos (TB), p.278
- Listening Activities A-B (Los medios de comunicación), Enfoques, ebook
- Atando cabos/Connecting the Dots, Enfoques, ebook
- El debate de hoy: las telenovelas/Today’s Debate: Soap Operas
- 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.

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 weeks

PCTI Curriculum Unit Planner

Content Area:	Conversational/Composition B “Honors”	Grade(s)	9, 10, 11, 12
Unit Plan Title:	Tema 10/Theme 10: La literatura y el arte/Literature and art.		
NJSL Standard(s) Addressed			
Interpretive Mode/Proficiency Level: Advanced Low			
7.1.AL.A.1 Analyze and critique the validity of <u>culturally authentic</u>			

- 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.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.

Essential Questions

- **Los géneros literarios/Literary genres: What literary genres have prevailed in Latin America?**
- **Las Corrientes artísticas/Artistic trends: What influences the artistic trends in Latin America?**
- **¿Cómo el Canal de Panamá alteró la economía e historia de Panamá?/How did Panama's Canal alter Panama's economy and history?**

Anchor Texts

- **Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)**
- **La Lengua que Heredamos, 7th edition (textbook)- 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 casas de Neruda/Neruda's Homes, Enfoques ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode.**

- Continuidad de los parques por Julio Cortázar/The Continuity of Parks by Julio Cortázar, Enfoques ebook
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- De Macondo a McOndo por Alberto Fuguet/From Macondo to McOndo by Alberto Fuguet, Enfoques ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Cuento: Caracol/Short story: Caracol, La Lengua que Heredamos (TB), pp.290-291
 - **Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.**

Short Texts

- Video historia/Picture Story, Enfoques ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Neruda en el cine/Neruda in Movies, Enfoques ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Las Vidandas: Un cortometraje de José Antonio Bonet/Viands: A Short Film by José Antonio Bonet, Enfoques ebook,
 - **Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode.**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- Temas de redactor y conversar/Topics to Write and converse, La Lengua que Heredamos (TB), p.293
- The Future Perfect, Enfoques, ebook
- The Conditional Perfect, Enfoques, ebook
- The Past Perfect Subjective, Enfoques, ebook
- The Number of the Nouns, La Lengua que Heredamos (TB), p.296
- Listening activities A-B (La literatura y el arte), 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.

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

WWW.studyspanish.com

[WWW.VHL.com](http://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 Planer

Content Area:	Conversational/Composition B “Honors”	Grade(s)	9, 10, 11, 12
Unit Plan Title:	Tema 11/Theme 11: La política y la religión/Politics and Religion		
NJSL Standard(s) Addressed			
<p style="text-align: center;">Interpretive Mode/Proficiency Level: Advanced Low</p> <p>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.</p> <p>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.</p> <p>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>.</p> <p>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.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and <u>formal</u> contexts.</p> <p>7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.</p> <p style="text-align: center;">Interpersonal Mode/Proficiency Level: Advanced Low</p> <p>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.</p> <p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and</p>			

- 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.

Essential Questions

- **La religion/Religion: ¿Qué rol tiene el tema de la religion en Latinoamérica?/In what ways does the topic of religion influence life in Latin America?**
- **Las creencias religiosas/Religious beliefs: ¿Cuáles son las creencias religiosas predominantes en Latinoamérica?/What are the predominant religious beliefs in Latin America?**
- **Los cargos públicos y política/Public positions and politics: ¿Cómo la política influye en los cargos públicos?/How do politics influence public positions?**

Anchor Texts

- **Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)**
- **La Lengua que Heredamos, 7th edition (textbook)- 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:

- Mujeres al poder/Women with Power, Enfoques ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode.**
- Perfil: Evo Morales/Profile: Evo Morales, Enfoques ebook
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- Campañas y elecciones/Electoral Campaigns, Enfoques ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Cómo Bolivia perdió su mar/How Bolivia Lost its Sea, Enfoques ebook
 - **Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.**
- Fernando Botero: Una gloria de Colombia/Fernando Botero a Colombian Glory, La Lengua que Heredamos (TB), pp.306-307
 - **Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.**

Short Texts

- Video historia/Picture Story, Enfoques ebook
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- La Autoridad: Un cortometraje de Xavi Sala/Authority: A Short Film by Xavi Sala Enfoques ebook,
 - **Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode**
- El carnaval de Oruro/Oruro Carnivale, La Lengua que Heredamos (TB), p.317
 - **Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- The Passive Voice, Enfoques, ebook
- Uses of “se”, Enfoques, ebook
- Prepositions: *de, desde, en, entre, hasta, and sin*, Enfoques, ebook
- Listening activities A-B-C (Práctica), Enfoques ebook
- Comunicación: estereotipos y elecciones (oral communication actvitites)
- Class discussion about Colombia.

- Accents practice
- Various description mini-projects (writing assessments)
- Dictation/spelling check activities 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:

4-5 weeks

PCTI Curriculum United Planer

Content Area:	Conversational/Composition B “Honors”	Grade(s)	9, 10, 11, 12
Unit Plan Title:	Tema 12/Theme 12: La historia y la civilización/History and civilization		

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.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.

Essential Questions

- **¿Cómo la historia y civilizaciones han influenciado la vida de Latinoamérica?/What areas of life have been influenced by Latin American history and civilization?**
- **¿Cuáles son las características de las diferentes civilizaciones de Latinoamérica?/What are the characteristics of the different Latin American civilizations?**
- **¿Cómo fueron conquistadas las diferentes civilizaciones en Latinoamérica?/How were the different civilizations in Latin America conquered?**

Anchor Texts

- **Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)**
- **La Lengua que Heredamos, 7th edition (textbook)- 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:

- **Perfil: Machu Picchu/Profile: Machu Picchu, Enfoques ebook**
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- **La herencia de los Incas/Incas Heritage, Enfoques ebook**
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- **El milagro secreto por Jorge Luis Borges/The Secret Miracle by Jorge Luis Borges, Enfoques ebook**
 - **Target Skills (S) Inerpretive mode, Spoken mode and Interpersonal mode.**

Short Texts

- **Video historia/Picture Story, Enfoques ebook**
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- **Un pedazo de tierra: un cortometraje de Jorge Gaggero y Koo Koo Productions/A Piece of Land: A Short Film by Jorge Gaggero and Koo Koo Productions, Enfoques ebook**
 - **Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode**
- **El Inca Garcilaso: Un puente entre dos imperios/The Garcilaso Inca: A Bridge Between Two Empires, Enfoques ebook**
 - **Targeted Skill (S) Interpretive mode, Spoken mode, Interpretive communication mode**
- **Simón Bolívar: El Gran Libertador/Simón Bolivar: The Great Liberator, La Lengua que Heredamos (TB), pp.328-329**

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

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- Similarities and Contrasts: Using “casi”+ preterit clauses, La Lengua que Heredamos (TB), p.332
- The Participle “-ado” and “-ido” as Adjectives, La Lengua que Heredamos (TB), p.334
- Irregular Comparatives, La Lengua que Heredamos (TB), p.335
- Comparative and Superlative Adjectives (review)
- Various description mini-projects (writing assessments)
- Dictation/spelling check activities 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.)

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

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

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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:

4 weeks

PCTI Curriculum Unit Planner

Content Area:	Conversational/Composition B “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 1/Theme 1: Las familias y las comunidades/Families and Communities		
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.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.

Essential Questions

- ¿Cómo se define “la familia” en diferentes comunidades?/How is the term “family” defined in different types of communities?
- ¿Cómo contribuyen los individuos al bienestar de las comunidades?/In what ways can individuals contribute to the wellness of communities?
- ¿Cómo contribuyeron los indígenas al progreso del sistema colonial de Latinoamérica?/In what ways did the indigenous people of Latin America contribute to the progress of the colonial economic system?

Anchor Texts

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- La Lengua que Heredamos, 7th edition (textbook)- Wiley, 2014 (College level)
- Latinoamérica: Presente y Pasado, 4th edition (textbook)-Pearson Prentice Hall, 2011
- 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:

- En esto creo: Educación/In this I believe: Education, Temas (TB), pp.10-11
 - Targeted Skill (S) Interpretive mode, Spoken presentational mode.
- Facebook: El monstruo de las dos cabezas/Facebook: A Doublé-Headed Monster, Temas (TB), pp.19-20

- **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- El monopolio comercial colonial/The Colonial Comercial Monopoly, Latinoamérica (TB), pp.63-72
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Tiempo de juego/Game Time, Temas (TB), pp.6-7
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**

Short Texts

- Lectura: Ecuador/Reading: Ecuador, La Lengua que Heredamos (TB), pp.343-344
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- “Después de leer” comprehension activities, La Lengua que Heredamos (TB), p.344 and p.348
- “Mejore su vocabulario” activities, La Lengua que Heredamos (TB), p.345 and p.348
- Gramática: The Conditional Tense, La Lengua que Heredamos (TB), p.345 and p.349
- Compound Tenses and the Indicative Mode, La Lengua que Heredamos (TB), p.345 and p.351
- “Situaciones” activity (oral group activity), Temas (TB), p.5
- Oral presentation activity 7, Temas (TB) p.13
- Class discussions
- Various description mini-projects (Pictionary activities)
- 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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<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:

4-5 weeks

Content Area:	Conversational/Composition B “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 2/Theme 2: La ciencia y la tecnología/Science and Technology		

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.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.

Essential Questions

- **¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?/How do scientific and technological advances impact our lives?**
- **¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?/What are the factors that drive science and technology forward?**
- **¿Cómo era la vida y la sociedad en la época colonial? What was life and society like in the colonial times in Latin America?**

Anchor Texts

- **Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014**

- **La Lengua que Heredamos, 7th edition (textbook)- Wiley, 2014 (College level)**
- **Latinoamérica: Presente y Pasado, 4th edition (textbook)-Pearson Prentice Hall, 2011**
- **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:

- No sin móvil/Not Without a Cellphone, Temas (TB), pp.74-75
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode.**
- Nosotros, No by José Bernardo Adolph/Us, Not by José Bernardo Adolph, Temas (TB), pp. 78-79
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- Nélica Flórez: La mujer en la novela de Mario Vargas Llosa/ Nélica Flórez: The Woman in Mario Vargas Llosa's novel
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- La vida cotidiana en las ciudades coloniales/Daily Life in Colonial Cities, Latinoamérica (TB), pp.76-88
 - **Target Skills (S) Interpretive mode, Spoken mode and Interpersonal mode.**

Short Texts

- Mario Vargas Llosa: una mini biografía/Mario Vargas Llosa: a mini biography, La Lengua que Heredamos (TB), p.362
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Google, un médico virtual no aconsejable/Google, a not recommended virtual doctor, Temas (TB), pp.87-88
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- “Después de leer” comprehension activities, La Lengua que Heredamos (TB), p.364
- “Mejore su vocabulario” activities, La Lengua que Heredamos (TB), p.365
- Gramática: The verb “to run” and its different Uses in Spanish, La Lengua que Heredamos (TB), p.366
- Cognates, La Lengua que Heredamos (TB), p.368
- Advanced Grammar: Pronouns, Predominant Variants, Direct and Indirect Complements and Circumstantial Complements, La Lengua que Heredamos, pp.370-371
- Proyecto Marta: El coche del future/ Project Marta: The Car of the Future (audio activities), Temas (TB), p82
- “Nuestros hábitos telefónicos” activity (oral group activity), Temas (TB), p.73
- Oral presentation activity 5, Temas (TB) p.76
- Class discussions

- Various description mini-projects (Pictionary activities)
- 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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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 B “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 3/Theme 3: La belleza y la estética/Beauty and Aesthetics		

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.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.

Essential Questions

- ¿Qué factores contribuyen a las diferentes percepciones de la belleza?/What factors contribute to the different perceptions of “beauty”?
- ¿Qué influye en los ideales de la belleza y la estética en la vida cotidiana?/What factors influence our views of “beauty” in our daily lives?
- ¿Qué factores propulsaron la independencia de las colonias y cuáles fueron sus consecuencias?/What were the factors that pushed for the independence of the colonies in Latin America and what were the consequences of this independence?

Anchor Texts

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- La Lengua que Heredamos, 7th edition (textbook)- Wiley, 2014 (College level)
- Latinoamérica: Presente y Pasado, 4th edition (textbook)-Pearson Prentice Hall, 2011
- 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:

- El concepto de lo estético a través de la historia/The Concept of “Aesthetics” Throughout History, Temas (TB), pp.144-145
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode.**
- Una encuesta sobre “la belleza”/A Survey About “Beauty”, Temas (TB), pp.148-149
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- Napoleón en España: la chispa que provocó el incendio/Napoleon in Spain: The Spark that Started the Fire, Latinoamérica (TB), pp.93-97
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- El Libertador/The Liberator, Latinoamérica (TB), pp.97-103
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**

Short Texts

- Las horas bajas/The Low Hours, La Lengua que Heredamos (TB), pp.381-393
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Una paz problemática y consecuencias de la independencia/A Problematic Peace and the Consequences of Independence, Latinoamérica (TB), pp.103-104
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- “Después de leer” comprehension activities, La Lengua que Heredamos (TB), p.383
- “Mejore su vocabulario” activities, La Lengua que Heredamos (TB), p.384
- Gramática: Demonstrative Adjectives and Pronouns, La Lengua que Heredamos (TB), p387
- Relative Pronouns, La Lengua que Heredamos (TB), p.388
- Dichos y refranes (common phrases and idioms), La Lengua que Heredamos, pp.393
- Audio: Belleza y Autoestima/AudioL Beauty and Self-Esteem (audio activities), Temas (TB), p152
- “Tu propia encuesta” activity (oral group activity), Temas (TB), p.151
- Oral presentation activity 3, Temas (TB) p.143
- Class discussions
- Various description mini-projects (Pictionary activities)
- 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:

3-4 weeks

PCTI Curriculum Unit Planner

Content Area:	Conversational/Composition B “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 4/Theme 4: La vida contemporánea/Contemporary Life		
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.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.

Essential Questions

- **¿Cómo definen los individuos y sociedades su propia calidad de vida?/How do individuals and societies define their own quality of life?**
- **¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?/How do cultural products, practices and people's views influence contemporary life?**
- **¿Cómo evolucionaron las artes en Latinoamérica antes de la Segunda Guerra Mundial?/How did the arts in Latin America evolve before World War II?**

Anchor Texts

- **Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014**
- **La Lengua que Heredamos, 7th edition (textbook)- Wiley, 2014 (College level)**
- **Latinoamérica: Presente y Pasado, 4th edition (textbook)-Pearson Prentice Hall, 2011**
- **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 escuelas que siguen a los chicos/The Schools that Follow Children, Temas (TB), pp.212-213
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode.**
- Prepárese: En el futuro, todos autónomos/Get Ready: In the Future, We're All Independent, Temas (TB), pp.216-217
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**

- La voz poética de la mujer hispanoamericana/Poetic Voices of Latin American Women, Latinoamérica (TB), pp.164-165
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**

Short Texts

- Notas sobre Chile/Notes about Chile, La Lengua que Heredamos (TB), pp.400-401
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Los moais (esculturas) de la Isla de Pascua o Rapa Nui/The Sculptures (moais) from the Easter Island, La Lengua que Heredamos (TB), p.403
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- “Después de leer” comprehension activities, La Lengua que Heredamos (TB), pp.401 and 404
- “Mejore su vocabulario” activities, La Lengua que Heredamos (TB), p.402 and 404
- Gramática: Adverbs, La Lengua que Heredamos (TB), pp.407-410
- “Ortografía” activities, La Lengua que Heredamos (TB), pp.411
- Audio: La equidad de género en la docencia/Audio: Equality Among Genders in the Educational Field (audio activities), Temas (TB), p.220
- “Una entrevista de trabajo” activity (oral group activity), Temas (TB), p.219
- Oral presentation activity 3, Temas (TB) p.221 (formal presentation)
- Class discussions
- Various description mini-projects (Pictionary activities)
- 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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<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

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

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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

Content Area:	Conversational/Composition B “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 5/Theme 5: Los desafíos mundiales/Global Challenges		
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.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.

Essential Questions

- **¿Cuáles son los desafíos sociales, políticos y medioambientales que enfrentan las sociedades del mundo?/What are the social, political and environmental challenges that we face as a society?**
- **¿Cuáles son los orígenes de esos desafíos?/What are the origins of those challenges?**
- **¿Explica quiénes han sido los grandes artistas modernos in Latinoamérica?/Explain who are the greatest artists of modern times in Latin America?**

Anchor Texts

- **Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014**

- **La Lengua que Heredamos, 7th edition (textbook)- Wiley, 2014 (College level)**
- **Latinoamérica: Presente y Pasado, 4th edition (textbook)-Pearson Prentice Hall, 2011**
- **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:

- Fragmento: Manual del perfecto idiota latinoamericano/Excerpt: Manual to Understanding the Perfect Latinamerican Idiot, Temas (TB), pp.282
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode.**
- Micropréstamos/Micro-loans, Temas (TB) pp.286-287
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- México: Rufino Tamayo, José Luis Cuevas y Frida Kahlo, Latinoamérica (TB), pp.183-185
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- La Literatura en Latinoamérica: Latinamerican Literature, Latinoamérica (TB), pp.189-197
 - **Target Skills (S) Interpretive mode, Spoken mode and Interpersonal mode.**

Short Texts (1-3)

- Carta de un lector/A reader's letter, La Lengua que Heredamos (TB), p.417
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- Conexiones culturales: El turismo en la República Dominicana/Cultural Connections: Tourism in the Dominican Republic, Temas (TB), p.292
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- “Después de leer” comprehension activities, La Lengua que Heredamos (TB), p.418
- “Mejore su vocabulario” activities, La Lengua que Heredamos (TB), p.419
- Gramática: Prepositions (review), La Lengua que Heredamos (TB), pp.422-426
- Idiomatic expressions with Prepositional Clauses, La Lengua que Heredamos, pp.428-429
- Audio: Clase media crece en América Latina/Audio: The Growth of the Working Class in Latin America (audio activities), Temas (TB), p.290
- “Los efectos de la educación” activity (oral group activity), Temas (TB), p.291
- Oral presentation activity 7, Temas (TB) p.289 (formal presentation)

- Class discussions
- Various description mini-projects (Pictionary activities)
- 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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Webquests

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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:

5 weeks

PCTI Curriculum Unit Planner

Content Area:	Conversational/Composition B “Honors”	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Tema 6/Theme 6: Las identidades personales y públicas/Personal and Public Identities		

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.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.

Essential Questions

- **¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?/How do we express different aspects of our identity in various situations?**
- **¿Cómo influye la lengua y la cultura en la identidad de una persona?/How do language and culture influence our identity?**
- **¿Cómo es el panorama político y social en Latinoamérica?/Explain the general view of politics and the social classes in Latin America.**

Anchor Texts

- **Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014**
- **La Lengua que Heredamos, 7th edition (textbook)- Wiley, 2014 (College level)**
- **Latinoamérica: Presente y Pasado, 4th edition (textbook)-Pearson Prentice Hall, 2011**
- **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 (1-6)

Authentic Reading Selections:

- **Borges y yo, por Jorge Luis Borges/Borges and I, by Jorge Luis Borges, Temas (TB), p.352**
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode.**
- **Expulsados/Expelled, Temas (TB), pp.355-357**
 - **Targeted Skill(S) Interpretive mode, Spoken presentational mode, Interpretive communication mode.**
- **Panorama político-económico/Political and Economic Wide View, Latinoamérica (TB), pp.134-140**
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- **El escenario actual/The Current Scenario, Latinoamérica (TB), pp.141-153**
 - **Target Skills (S) Interpretive mode, Spoken mode and Interpersonal mode.**

Short Texts

- **Dame tiempo/Give me Time, La Lengua que Heredamos (TB), pp.439-431**
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**
- **El narcotráfico/Drug Trafficking, Latinoamérica (TB), pp.153-155**
 - **Targeted Skill (S) Interpretive mode, Spoken presentational mode, Interpersonal mode.**

Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

Activities may include, but are not limited to:

- “Después de leer” comprehension activities, La Lengua que Heredamos (TB), p.441
- “Mejore su vocabulario” activities, La Lengua que Heredamos (TB), p.442
- Gramática: Conjunctions (review), La Lengua que Heredamos (TB), pp.447-450
- Uses de *pero*, *sino* and *sino que*, La Lengua que Heredamos, pp.428-429
- Audio: Una ley para fortalecer el Guaraní en Paraguay/Audio: A Policy to Strengthen the Guarani in Paraguay (audio activities), Temas (TB), p.360
- “Los estereotipos” activity (oral group activity), Temas (TB), p.359
- Oral presentation activity 4, Temas (TB) p.358
- Class discussions
- Various description mini-projects (Pictionary activities)
- 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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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

III. METHODS OF STUDENTS EVALUATION (ASSESSMENT/EVALUATION):

Formal Assessments (summative) may include but are not limited to:

- Multiple-choice exam
- Essays
- Short-answer exam
- Research paper
- Oral Presentations
- Practice exams with the AP format/setting

Evaluation of students' performance includes a combination of the following:

Informal assessments (formative) may include but are not limited to:

- Class participation
- Cooperative learning activities
- Narrative writing
- Informational writing
- Persuasive writing
- Homework and class work assignments
- Literature analysis and interpretation
- Quizzes
- Reports and presentations
- Research paper
- Technological applications
- Unit exams
- Speaking, listening and reading assessments
- RST's-Research Simulated Tasks

IV. LIST OF TEXTBOOKS, INSTRUCTIONAL MATERIALS & SOFTWARE:

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)
- Contemporary Linguistics, 5th edition (textbook), Bedford/St. Martin's 2005 (College level)
- La Lengua que Heredamos, 7th edition (textbook)- Wiley, 2014 (College level)
- Latinoamérica: Presente y Pasado, 4th edition (textbook)-Pearson Prentice Hall, 2011
- 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.

Other materials will include, but not be 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, museums)

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

SKILLS TO BE LEARNED	I = Introduce D = Develop R= Reinforce M = Master
Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes	ID
Demonstrate comprehension of spoken and written language nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.	IDRM
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 practices.	DRM
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.	IDRM
Evaluate information from oral and written discourse dealing with a variety of topics	RM
Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	DRM
Analyze the elements of the target language that do not have a comparable linguistic element in English.	IDRM
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.	RM
Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.	DRM
Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.	DRM
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.	DRM
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.	DRM
Use language in a variety of settings to further personal, academic, and career goals.	IDRM

Create a research-based multimedia-rich presentation to be shared virtually with a target language audience	DRM
Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.	IDRM
Use language creatively in writing for personal, career, or academic purposes.	DRM
Analyze how cultural perspectives about a specific cultural product and/or practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.	IDRM
Create portfolios 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.	IDRM

*Adapted from the New Jersey Student Learning Standards for World Language for Advance-Low Learners

VII. PACING CHART – See II. Course Outline

VIII. STUDENT HANDOUT/PROFICIENCIES

Conversational/Composition B “Honors” is designed for students who have completed Spanish Composition/Conversational A. The fundamental objective of this program is to develop the student’s communication skills and cultural awareness in Spanish as well as for students to achieve a high level of language proficiency in all four skills (listening, reading, speaking and writing). Students will be exposed to a variety of materials and genres to help them expand their knowledge of formal Spanish in oral, listening, reading and written forms. During this course it is imperative that the students listen to, read, write and speak exclusively in Spanish. There are 10 themes covered in this course, which will prepare students for more advanced placement Spanish classes, career and business connections and global economy competency: Families & Communities, Beauty and Aesthetics, Contemporary Life, Global Challenges, Science and Technology, Media, Politics and Religion, History and Civilization, Literature and the Arts and Personal and Public Identities. Additionally, students will also become familiar with the format of the A.P. exam, as outlined in the following chart:

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: Email Reply		1 prompt	12.5%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt	12.5%	Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts	12.5%	20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt	12.5%	2 minutes to respond

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.A.7-8)
- 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 & 7.1.AL.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 & 7.1.AL.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 an 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 the 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 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.) (7.1.AL.C.6)

Syllabus
CONVERSATION B “Honors”

COURSE DESCRIPTION:

Spanish Conversation B “Honors” is the fifth course in the sequence in preparing students for the Advanced Placement class and test, which gives students the opportunity to receive college credits. Grammar, reading, writing, speaking, and listening skills are covered at an accelerated pace. This course also prepares the students who have career and business goals. 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. Classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

OBJECTIVES AND EXPECTATIONS

Students will have:

- The aptitude to comprehend formal and informal spoken Spanish used in everyday settings.
- 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 and essays.
- The 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 in verbal and written form.

Listening

Students will:

- 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

Students will:

- 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

Students will:

- 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**Students will:**

- 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

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- Enfoques 4th edition E-text– textbook Vista Higher Learning, 2016 (College level)
- Contemporary Linguistics, 5th edition (textbook), Bedford/St. Martin’s 2005 (College level)
- La Lengua que Heredamos, 7th edition (textbook)- Wiley, 2014 (College level)
- Latinoamérica: Presente y Pasado, 4th edition (textbook)-Pearson Prentice Hall, 2011
- 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.

Students must have a 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, Chrome books (may be provided by PCTI).

GRADE BREAKDOWN

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 with time in advance (this time will be decided by the teacher)
- Selective assigned oral report presentations, in-depth projects or writings could count as exams.

IMPORTANT INFORMATION

Parents/ legal guardians:

Please be aware that you (the parent) have access to your son/daughter's grades by using Power School. Understand that it is the student's responsibility to make-up any missing assignments due to absences. Extra Credit assignments will be given to students that attend tutoring.

Also, please be aware that all school rules (which are found in the Student's Handout) will be enforced in the classroom. If your daughter/son encounters difficulties with the course or the material, at any time during the school year, **PLEASE** send me an e-mail at _____ to arrange a conference and/or more help through tutoring after school.

PARENT/GUARDIAN SIGNATURE: _____

STUDENT SIGNATURE: _____