

Spanish 4 Honors

Course description:

The underlying format of this course is that of a tour. Through this tour format the students will be exposed in a more in-depth manner to the geography, history and rich cultures of the vast Spanish-speaking world. Through their coursework they will continue to expand their use of higher level vocabulary as they acquire a knowledge base of more advanced grammatical structures while they read, write and discuss topics presented in class. Newspapers, magazines, online resources, and selected literary works will serve as source material in conjunction with the basal text. The primary focus of this class is to increase the students' ability to communicate in Spanish with ease and confidence as they grow in understanding of the perspectives, processes and products that represent the unique contribution of Hispanics to world culture.

Suggested Course Sequence:

Unit 1: Espana: 5 weeks

Unit 2: Paises andinos –Ecuador, Peru, Bolivia: 6 weeks

Unit 3: El Cono sur –Argentina, Chile, Paraguay, Uruguay: 6 weeks

Unit 4: La America Central- Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama : 6 weeks

Unit 5: Mexico: 5 weeks

Unit 6: El Caribe- Cuba, Puerto Rico, Republica Dominicana: 6 weeks

Unit 7: Venezuela y Colombia: 5 weeks

Pre-requisite: Spanish 3

Content Area: Spanish 4 Honors	
Unit Title: Unit 1 Espana	
Grade Level: 11	
<p>Unit Summary: In this chapter, students will learn about the geography, history and cultures of Spain. They will review nouns, articles and the preterite of regular, stem-changing and irregular verbs. Students will also read and discuss newspaper articles, poems and a short story from Spain. At the discretion of the teacher current events, a contemporary life issue and information relating to other disciplines may be included for auditory, reading, writing and speaking practice.</p>	
<p>Interdisciplinary</p> <p>Connections: geography, history, literary studies, fine and performing arts, science ,technology, philosophy, mathematics, architecture</p>	
<p>21st Century</p> <p>Themes and Skills:</p> <p>Creativity and Innovation Communication Literacy Critical thinking and problem solving Communication and collaboration Information literacy Life and career skills Global awareness Cross- cultural skills</p>	
Learning Targets	
<p>Standards (Content and Technology): CCCS/ACTFL Standards</p> <p>Standard 1: Communication: Communicate in languages other than English. Standard 2: Cultures: Gain knowledge and understanding of other cultures. Standard 3: Connections: Connect with other disciplines and acquire information. Standard 4 : Comparisons: Develop insight into the nature of language and culture. Standard 5: Communities: Participate in multilingual communities at home and around the world.</p>	
CPI#:	Statement:
Standard 1.1	Students engage in conversation about the connection between geography and all aspects of life.
Standard 2.2	Students demonstrate an understanding of the relationship the practices and perspectives of the culture as they relate to the social institution of the café.
Standard 3.2	Students acquire information and recognize the different viewpoints that are only available through the foreign language and its culture. In this chapter the students focus on the royal palace, the monarchy and the passing on of power in Spain.
Standard 4.1	Students understand the nature of language through comparisons of the language studied and their own by being able to relate an event or tell a short story in the past.
Standard 5.1	Students use Spanish in class for personal as well as class related communication.
Technology standards	Demonstrate an understanding of fair use and Creative Commons to intellectual property. Explore a local issue by using digital tools to collect and analyze data to identify a solution and

8.1.8.D.3 and 8.1.8.F.1	make an informed decision.	
Technology standard 8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, life long learning and career needs.	
Unit Essential Question(s): <ul style="list-style-type: none"> • What role does geography play in the history of a people? • How does geography affect aspects of culture and life in a country? • How has the sea affected all aspects of life in Spain? • How do modern monarchies function? • How is Spain a good example of the blending of cultures in centuries past to create what we know as the modern nation? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • By focusing on the geography of Spain and that of our own nation this chapter invites students to understand that geography plays an important role in the development of a nation. • People choose to organize their lives and govern themselves in different manners but they must attempt to accomplish the same goals on a daily individual level and on a societal level as a nation. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Learn about the geography of Spain and the impact it has had on the history, development and culture of the nation. • Review as needed the use of nouns and articles • Review the preterite tense in all its aspects • Read newspaper or magazine articles related to Spain • Read a poem or short story from Spain • Read about and discuss current events or a contemporary life issue related to Spain • Include at least one topic for study, discussion, or writing from another discipline that relates to Spain • View and discuss videos that present aspects Spanish culture 		
Evidence of Learning		
Formative Assessments: Quizzes, homework assignments, textbook activities, auditory comprehension activities, online activities, practice worksheets, informal writing assignments, daily target language use and informal speaking activities, reading comprehension activities, class discussions		
Summative/Benchmark Assessment(s): Explain in your own words an important historical event. Choose an aspect of Spanish culture that interests you and do additional research and write about it in a post card format addressed to the class. Describe the historical and recent changes in the Spanish monarchy. Describe how geography has influenced life in Spain. Write an essay that describes the cultural diversity of Spain as evidenced in the architecture of the country. Relate an event that took place in the past using the preterite tense correctly. Take a comprehensive test on the past tense. Writing assignments of a formal nature. Formal oral presentations.		
Resources/Materials: Asi se dice #4 Teacher supplemental materials from Glencoe/ McGraw Hill CD player Media player Google images Online and print newspapers and magazines		

**Glencoe Spanish Fine Art
 Transparencies**
**Music recordings and the
 viewing of performances**
**En marcha grammar
 review workbook with
 Website**
**Activities from
 Conversemos juntos a
 framework for
 interpersonal
 communication**

Modifications:

- **Special Education Students**
 - 1.implement student's IEP
 - 2.use planning agenda
 - 3.use peer partners for practice
- **English Language Learners**
 - 1.allow use of bilingual dictionary
 - 2.allow additional time for writing
 - 3.use buddy system as a resource for various types of information
- **At-Risk Students**
 - 1.offer extra help as needed
 - 2.check notebook for accuracy and completeness
 - 3.allow peer editing before submission of assignments
- **Gifted and Talented Students**
 - 1.encourage researching and discussing of cultural issues/perspectives more in depth
 - 2.processing a greater volume of any given print material
 - 3.give option for independent work on language projects of choice

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Espana	Learn about the geography, history and culture of Spain	Ongoing throughout the unit
Past tense	Review the past tense of regular, irregular and stem changing verbs	10 days
A newspaper article about Spain	Read and discuss a newspaper article about Spain	2 days
Poetry	Read a poem by a Spanish author and discuss	2 days
Short story	Read and discuss a short story by a Spanish author	2days
Current event	Students report on current events that relate to Spain	1 day
Contemporary life issue or interdisciplinary topic	Students read about a contemporary life issue or an interdisciplinary topic of the teacher's choice. They discuss and or write about this topic	5 days
Assessment	Students will take a grammar test and complete a writing	3 days

	assignment or other form of alternate assessment of a topic from the chapter	

Teacher Notes:

Use Asi se dice Videopaseo program on DVD Capitulo 1 Espana Episodio 1, Episodio 2, Episodio 3 for virtual tour/ additional culture topics

Additional Resources

Click links below to access additional resources used to design this unit:

estudio.quia.com

glencoe.com

www.quizlet.com

www.youtube.com

www.vidasybiografias.com

www.learnspanish.com

www.conjuguemos.com

www.getkahoot.com

www.jetpunk.com/quizzes/regions-of-spain-mapquiz

www.bbcenespanol.com

www.mecd.gob.es/eeuu/publicaciones-materiales/publicaciones.htm

www.youtube.com (abdication of Juan Carlos and coronation of King Felipe 2014)

Unit Overview

Content Area:
Spanish 4 Honors

Unit Title:
Unit 2 Paises
andinos

Grade Level:11

Unit Summary: In this unit the students will learn about the geography, history and culture of the Andean countries- Ecuador, Peru, and Bolivia. They will also review the usage of the imperfect tense of both regular and irregular verbs as well as the comparative and superlative constructions.

Interdisciplinary

Connections: geography, history, literary studies, fine and performing arts, science , technology, philosophy, mathematics and architecture

21st Century

Themes and Skills:

Creativity and Innovation
 Communication Literacy
 Critical thinking and
 problem solving
 Communication and
 collaboration
 Information literacy
 Life and career skills
 Global awareness
 Cross- cultural skills

Learning Targets

Standards (Content and Technology): CCCS/ACTFL Standards

Standard 1: Communication : Communicate in languages other than English

Standard 2: Cultures: Gain knowledge and understanding of other cultures

Standard 3: Connections: Connect with other disciplines and acquire information

Standard 4: Comparisons: Develop insight into the nature of language and culture

Standard 5: Communities: Participate in multilingual communities at home and around the world

CPI#:	Statement:
Standard 1.2	Students will understand and interpret the influence of natural phenomenon on daily life.
Standard 2.2	Students will understand the relationship between the quipu and the need for record keeping in the ancient Incan civilization.
Standard 3.1	Students will reinforce their knowledge of volcanoes as they study about Tungurahua in Ecuador.
Standard 4.1	Students will reinforce the comparative and superlative structures as they apply them in discussions or writing about human interest stories related to occurrences of natural phenomena in the Andean region and here in the US.
Standard 5.1	Students will take their language use beyond the classroom by listening to newscasts or reading articles from the Andean region about current events or contemporary life issues.
Standard 5.1	Students use Spanish in class for personal as well as class content related communication.
Technology standards 8.1.5.E.1 and 8.1.12.A.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. Create a personal digital portfolio which reflects a personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Unit Essential Question(s):

- How do people accept or reject foreign cultural attributes? How are new cultural attributes created?
- How have the indigenous peoples of the Andean region reacted to the colonial Spaniards and modern society?
- How has the volatile nature of the Andes been both a benefit and a challenge to the people of this region?

Unit Enduring Understandings:

- Recognize the different elements of different cultures that have blended in the Andean region.
- Traditional and modern societies can pass on knowledge and skill through mentoring and apprenticeships of the young.
- Humans live in all types of natural environments and must sustain daily life by using what nature provides and dealing with acts of nature as they occur.

Unit Learning Targets/Objectives:

Students will...

- Learn about the geography, history and culture of the Andes Mountains in South America
- Explain various elements of Incan culture
- Explain various elements of colonial Spanish culture
- Use the imperfect tense correctly to describe past events
- Understand the connection between geography, natural occurrences and life in the Andes
- Include at least one topic for study, discussion, or writing from another discipline that relates to the Andean countries
- View and discuss videos that present aspects Andean culture

Evidence of Learning

Formative Assessments: Quizzes, homework assignments, auditory comprehension activities, textbook activities, online activities, practice worksheets, informal writing assignments, daily target language use and informal speaking activities, reading comprehension activities, class discussions

Summative/Benchmark Assessment(s): Write a post card to a friend or family member in which you describe points of interest and aspects of culture that you have experienced during a recent trip to the Andean region of South America. Describe in writing the aftermath of a volcanic eruption in South America and compare it to the aftermath of a natural occurrence here in the US. Take a comprehensive grammar test. Writing assignments of a formal nature. Formal oral presentations.

Resources/Materials:

Asi se dice #4
 Teacher supplemental materials from Glencoe/
 McGraw Hill
 CD player
 Media player
 Google images
 Online and print newspapers and magazines
 Glencoe Spanish Fine Art
 Transparencies
 Music recordings and the viewing of performances

En marcha grammar review workbook with Website Activities from Conversemos juntos a framework for interpersonal communication

Modifications:

• **Special Education Students**

1. Use K-W-L strategies
2. Model usage of new vocabulary
3. Give timeline for assignments

• **English Language Learners**

1. Allow more time for writing assignments
2. Allow errors in speech and writing
3. Allow the use of a bilingual dictionary

• **At-Risk Students**

1. Consult with guidance staff and implement I & R S action plan
2. Provide extra assistance as needed
3. Allow extended time on assignments

• **Gifted and Talented Students**

1. Create original poem, song, short story with a multicultural perspective
2. Read more extensive material in Spanish on a chapter related topic and explain what has been read also in Spanish
3. Complete research in Spanish and share with the class

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Países andinos	Learn the geography, history and culture of the Andean nations	Ongoing throughout the chapter.
Imperfect tense	Use the imperfect tense correctly .	10 days
Newspaper article	Read a selection and discuss in class.	2 days
Poetry by an Andean author	Read and complete comprehension questions, discuss.	2 days
Prose	Read prose of a historical nature for its presentation of ancient civilization	3 days
Current event	Research and report on a current event related to the Andean nations of Ecuador, Peru and Bolivia	2 days
Contemporary life issue or interdisciplinary topic	Students research, discuss and write about a contemporary life issue or an interdisciplinary topic of the teacher's choice.	3 days
Famous person	Students research and write	2 days

research	a short bio about the life and contributions to world culture made by a person from this region.	
Assessment	Students will take a grammar test and complete a writing assignment or other form of alternate assessment of a topic from the chapter	3 days

Teacher Notes:

Use the Videopaseo virtual tour on DVD Episode 1, Episode 2, Episode 3 for additional cultural information.

Additional Resources

Click links below to access additional resources used to design this unit:

estudio.quia.com

glencoe.com

www.quizlet.com

www.youtube.com

www.vidasybiografias.com

www.learnspanish.com

www.conjuguemos.com

www.getkahoot.com

www.bbcenespanol.com

www.bbcmundo.com

www.volcanodiscovery.com/tungurahua.html

webcams.volcanodiscovery.com

www.youtube.com (The True Purpose of Machu Picchu Full Documentary)

www.discover-peru.org/andean-inca-music/

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Unit Overview

Content Area:
Spanish 4 Honors

Unit Title:
Unit 3
El Cono Sur

Grade Level:11

Unit Summary: In this unit students will learn about the geography, history and culture of Chile, Argentina, Paraguay, and Uruguay. Students will continue their review of important grammar topics such as the uses of ser and estar, object pronouns, and affirmative and negative words.

Interdisciplinary

Connections: geography, history, literary studies, fine and performing arts, science, technology, philosophy, mathematics and architecture

21st Century

Themes and Skills:

Creativity and Innovation
 Communication Literacy
 Critical thinking and problem solving
 Communication and collaboration
 Information literacy
 Life and career skills
 Global awareness
 Cross cultural skills

Learning Targets

Standards (Content and Technology):CCCS/ACTFL Standards

Standard 1: Communication: Students will communicate in languages other than English.

Standard 2: Cultures: Students will gain knowledge and understanding of other cultures.

Standard 3: Connections: Students will connect with other disciplines and acquire information.

Standard 4: Comparisons: Students will develop insight into the nature of language and culture.

Standard 5: Communities: Students will participate in multilingual communities at home and around the world.

CPI#:	Statement:
Standard 1.3	Students will present information related to current events in the Southern Cone area of South America.
Standard 2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of those who have and do pursue a gaucho lifestyle.
Standard 3.1	Students reinforce and further knowledge of nature and geography by studying about the beautiful natural places of the Southern cone such as el Parque Nacional Torres de Paine, Aconcagua, el Estrecho de Magallanes, las Pampas, Tierra del Fuego, Ushuaia, and Patagonia.
Standard 4.1	Students demonstrate understanding of the nature of language by comparing the usage of the verb to be in English with the usage of the verbs ser and estar in Spanish.
Standard 5.2	Students show evidence of becoming life-long learners by using Spanish and the culture associated with the language for personal enrichment by studying about the tango as a music and dance form.
Standard 5.1	Students use Spanish in class for personal as well as class content related communication.
Technology standards 8.1.2.E.1 and	Use digital tools and online resources to explore a problem or issue. Produce a position statement about a real world problem by synthesizing information from multiple sources.

<p>8.1.12.E.1</p>		
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How do people dedicated to cattle raising live on the South American continent? How is that similar or different to the cowboy lifestyle of the American Great Plains? • How varied is the geography of the Southern Cone? • How and where did the music and dance form known as the tango begin? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • People in the Southern Cone who have lived a lifestyle related to cattle raising have many similarities to the American cowboy. • The South American continent offers the world some of the most breath taking natural places of many different types. • The tango was an outgrowth of the urban communities of Buenos Aires. 	<p>Unit Learning Targets/Objectives: <i>Students wil...</i></p> <ul style="list-style-type: none"> • Learn about the geography, history and culture of Chile, Argentina, Paraguay, and Uruguay • Gain a deeper understanding the usage of ser and estar • Review object pronouns and affirmative and negative words • Understand various historical and cultural events that have shaped the Southern Cone region of South America • Become familiar with some literature by authors such as Jose Hernandez, Horacio Quiroga, Pablo Neruda and Julio Cortazar • Include at least one topic for study, discussion, or writing from another discipline that relates to the Southern Cone • View and discuss videos that present aspects of culture from the Southern Cone
Evidence of Learning		
<p>Formative Assessments: Quizzes, homework assignments, auditory comprehension activities, online activities, practice worksheets, textbook activities, informal writing assignments, daily target language use and informal speaking activities, reading comprehension activities, class discussions</p>		
<p>Summative/Benchmark Assessment(s): Choose a natural place in the Sothern Cone and write a post card to a friend describing the things to do and see there. Describe in your own words the historical foundations of the tango . Take a comprehensive grammar test. Writing assignments of a formal nature. Formal oral presentations.</p>		
<p>Resources/Materials: Asi se dice #4 Teacher supplemental materials from Glencoe/ McGraw Hill CD player Media player Google images Online and print newspapers and magazines Glencoe Spanish Fine Art Transparencies Music recordings and the viewing of performances En marcha grammar review workbook with</p>		

Website
Activities from
Conversemos juntos a
framework for
interpersonal
communication

Modifications:

- **Special Education Students**
 1. Use mini lesson format for presentation of parts of this unit.
 2. Allow students to interview each other before class discussions so they can fill in gaps of information.
 3. Use close captioned videos.
- **English Language Learners**
 1. Allow participation at any level.
 2. Rephrase directions and explanations.
 3. Allow use of bilingual dictionary.
- **At-Risk Students**
 1. Consult with other teachers.
 2. Offer extra assistance as needed.
 3. Check notebooks for accuracy as well as agendas.
- **Gifted and Talented Students**
 1. Retell a story or information about a historical event in Spanish that relates to content of the course.
 2. Create a newspaper article based on the cultural content of this chapter.
 3. Students teach various aspects of the course content after individual research.

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
El Cono Sur	Learn the geography, history and culture of Chile, Argentine, Paraguay, and Uruguay	Ongoing throughout the chapter
Verbs ser and estar	Deepen understanding and usage of these two verbs that mean to be	5 days
Object pronouns	Use object pronouns correctly	5 days
Negative and affirmative words	Use negative and affirmative words correctly	2 days
Newspaper article	Read and discuss or write about a current event	1 day
Poetry	Read and discuss a poem by an author from the Southern Cone	2 days
Prose	Read a prose literary selection and discuss	3 days
Contemporary life issue or interdisciplinary topic	Read about, view a video and discuss a current issue of importance in that country or an interdisciplinary topic of the teacher's choice	5 days

Famous person research	Students research and write a short bio about the life and contributions to world culture made by a person from this region	2 days
Assessment	Students will take a grammar test and complete a writing assignment or other form of alternate assessment of a topic from the chapter	3 days

Teacher Notes: Use the Videopaseo virtual tours Episode1, Episode2 , and Episode3 on DVD for additional culture content.

Additional Resources

Click links below to access additional resources used to design this unit:

estudio.quia.com

glencoe.com

www.quizlet.com

www.youtube.com

www.vidasybiografias.com

www.learnspanish.com

www.conjuguemos.com

www.bbcenespanol.com

www.bbcmundo.com.

www.getkahoot.com

www.welcomeargentina.com/tango/historia.html

www.youtube.com (Gardel-Volver-Tango-youtube)

www.piazolla.org/video/astor6.ram

www.youtube.com El Gaucho Estancia Condor (www.terranovachannel.com)

www.youtube.com (Conozca Paraguay) by Europaraguay.com travel advertisement

Unit Overview

Content Area:
Spanish 4 Honors

Unit Title:
Unit 4 La America
Central

Grade Level:11

Unit Summary: In this unit the students will learn about the geography, history and culture of Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama. They will review and then expand upon their knowledge and ability to use the present subjunctive.

Interdisciplinary

Connections: geography, history, literary studies, fine and performing arts, science, technology, philosophy, mathematics, and architecture

21st Century

Themes and Skills:

- Creativity and Innovation
- Communication Literacy
- Critical thinking and problem solving
- Communication and collaboration
- Information literacy
- Life and career skills
- Global awareness
- Cross cultural skills

Learning Targets

Standards (Content and Technology): CCCS/ ACTFL Standards

Standard 1: Communication: Students will communicate in languages other than English.

Standard 2: Cultures: Students will gain knowledge and understanding of other cultures.

Standard 3: Connections: Students will connect with other disciplines and acquire information.

Standard 4: Comparisons: Students will develop insight into the nature of language and culture.

Standard 5: Communities: Students will participate in multilingual communities at home and around the world.

CPI#:	Statement:
Standard 2.2	Students demonstrate an understanding of life in a Spanish colony by studying the Spanish colonial architecture of Antigua, Guatemala.
Standard 3.1	Students reinforce and further their knowledge of other disciplines through their study of Spanish as it relates to nature and the wealth of biodiversity in Central America.
Standard 3.2	Students acquire information and recognize the distinctive viewpoint that exists in Costa Rica regarding education and military spending.
Standard 4.1	Students demonstrate understanding of the nature of the Spanish language through the use of the present subjunctive and make comparisons to English.
Standard 5.2	Students show evidence of becoming life- long learners by using Spanish to research a topic of their personal interest that relates to one of the countries studied thus far.
Standard 1.3	Students present information, concepts and ideas in Spanish about a topic related to the countries studied thus far to an audience of listeners.
Technology	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

standard 8.1.5.F.1

Unit Essential Question(s):

- How were Spanish colonial cities and Mayan cities constructed?
- How are molas and other traditional crafts produced and what purposes do they serve in a society?
- How do smaller nations with fewer resources solve important problems?
- Why should the small Central American nations be of importance to the rest of the world?

Unit Enduring Understandings:

- People construct the communities in which they live in different ways but the physical structures must always meet the needs of the people living in them. The structures reflect environment and cultural attributes.
- Crafts are produced without modern manufacturing techniques and fulfill 4 basic purposes in a society.
- Even small nations can offer the world alternative viewpoints and problem solving techniques that are unique and affective.
- A great amount of the wealth of the natural world comes from Central America.

Unit Learning Targets/Objectives:

Students will...

- Learn about the geography, history and culture of Central America.
- Gain knowledge about Antigua, Guatemala, a fine example of Spanish colonial architecture.
- Learn about Mayan civilization and their city of Tikal, Guatemala.
- Discuss the viewpoint about education and military spending and how the two ideas are connected in Costa Rica.
- Research and discuss the extremely abundant biodiversity in Central America.
- Review and expand knowledge and use of the present subjunctive.
- Explore and acquire information regarding crafts that are produced in Central America.
- Read some literary selections by Central American authors.
- Include at least one topic for study, discussion, or writing from another discipline that relates to Central America.
- View and discuss videos that present aspects of culture from Central America.
- Complete a personal research project and present it to the class.

Evidence of Learning

- **Formative Assessment(s):** Quizzes, homework assignments, auditory comprehension activities, online activities, textbook activities, informal writing assignments, daily target language use and informal speaking activities, reading comprehension activities, class discussions
- **Summative/Benchmark Assessment(s):** Read and complete comprehension exercises about the literary selections. Discuss the literary selections with the class. Take a comprehensive grammar test. Complete an individual research project about a topic of personal interest related to a country studied thus far and present this project to the class. Writing assignments of a formal nature. Formal oral presentations.

Resources/Materials:

Asi se dice #4
 Teacher supplemental materials from Glencoe/
 McGraw Hill
 CD player
 Media player
 Google images
 Online and print newspapers and magazines
 Glencoe Spanish Fine Art

Transparencies

Music recordings and the viewing of performances

En marcha grammar review workbook with

Website

Activities from

Conversemos juntos a framework for interpersonal communication

Modifications:

- **Special Education Students**

1. Use game format for reinforcement of vocabulary.
2. Use timelines and planning agendas for organization.
3. Examine authentic cultural items when possible or use Google Images.

- **English Language Learners**

1. Allow use of bilingual dictionary.
2. Allow additional time for writing.
3. Use buddy system as a resource for various types of information.

- **At-Risk Students**

1. Consult with other teachers about behavior interventions.
2. Implement I&RS action plan.
3. Provide extended time on tasks.

- **Gifted and Talented Students**

1. Write an email to a friend about an imaginary experience
2. Complete personal research and share with the class
3. Write questions that involve inferring and focusing on cross cultural themes

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
La America Central	Learn about the geography, history, and culture of Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama	Ongoing throughout the unit.
Present subjunctive	Review and expand usage of the present subjunctive	10 days
Newspaper article	Read and discuss current event articles related to Central America	2 days
Poetry	Read and discuss a poem by Nicaraguan author Ruben Dario	2 days
Prose	Read a prose selection of a journalistic nature related to contemporary life in Central America	1 day

Contemporary life issue or interdisciplinary topic	Connect to the fine arts by reading about and examining examples of craft items from Central America such as textiles, painted carts, molas	4 days
Independent research project	Students select a topic of their own interest related to any country studied thus far and complete independent research. Then prepare a Powerpoint presentation on the topic and present the information to the class.	6 days
Assessment	Students will take a grammar test and complete a writing assignment or other form of alternate assessment of a topic from the chapter	2 days
Famous person research	Students research the life and work of a famous person from Central America and share a short bio with the class	2 days

Teacher Notes: Use the Videopaseo virtual tour on DVD Episode1, Episode2, and Episode 3 for additional cultural content.

Additional Resources
 Click links below to access additional resources used to design this unit:
 estudio.quia.com
 glencoe.com
www.quizlet.com
www.youtube.com
www.vidasybiografias.com
www.learnspanish.com
www.conjuguemos.com

www.getkahoot.com

www.bbcenespanol.com

www.bbcmundo.com

www.youtube.com Festival de la Luz San Jose, Costa Rica

www.nacion.com/In_ee/costarica/biodiversidad.html

Unit Overview

Content Area:
Spanish 4 Honors

Unit Title:
Unit 5 Mexico

Grade Level:11

Unit Summary: In this unit the students will expand upon their knowledge about the geography, history and culture of Mexico. They will continue to expand their knowledge and use of the subjunctive. They will learn the passive voice and the present and past perfect tenses.

Interdisciplinary

Connections: geography, history, literary studies, fine and performing arts, science, technology, philosophy, mathematics and architecture.

21st Century

Themes and Skills:

Creativity and Innovation

Communication Literacy

Critical thinking and
problem solving

Communication and
collaboration

Information literacy

Life and career skills

Global awareness

Cross-cultural skills

Learning Targets

Standards (Content and Technology): CCCS/ACTFL Standards

Standard 1: Communication: Students will communicate in languages other than English.

Standard 2: Cultures: Students will gain knowledge and understanding of other cultures.

Standard 3: Connections: Students will connect with other disciplines and acquire information.

Standard 4: Comparisons: Students will develop insight into the nature of language and culture.

Standard 5: Communities: Students will participate in multilingual communities at home and around the world.

CPI#:	Statement:
Standard 1.1	Students will engage in conversation about places of interest to see in Mexico by using an interview format.
Standard 2.2	Students demonstrate an understanding of the relationship between the work of Mexican muralists and the passing on of Mexican history and indigenous culture.
Standard 3.1	Students will connect to the fine performing and culinary arts as they study Mexican painting, music, dance and cooking.
Standard 4.1	Students will demonstrate understanding of the Spanish language as they acquire and use with greater accuracy the subjunctive, passive voice and the perfect tenses.
Standard 5.1	Students choose a Mexican location of interest and explain why that would be a perfect vacation spot for them.
Standard 5.1	Students use Spanish in class for personal as well as class content related communication.
Technology standards	Collaborate with peers by participating in developmentally appropriate interactive games or activities.
8.1.P.C.1 and	Apply previous content knowledge by creating a digital learning game or tutorial.

8.1.12.B.2		
<p>Unit Essential Question(s)</p> <ul style="list-style-type: none"> • Why is Mexico such a popular tourist destination? • How does Mexican cooking reflect both its Spanish and New World roots? Why would UNESCO cite Mexican cooking as part of the Immaterial Patrimony of Humanity making it noteworthy of study? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • As the largest Spanish-speaking nation Mexico offers a great variety of landscapes and activities for tourists. • Mexican cooking is a unique blend of Spanish and various indigenous cultures as evidenced in its culinary products and it reflects the cooperative communal nature of the activity in daily life. 	
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Learn about the geography, history and culture of Mexico • Expand their knowledge and usage of the subjunctive • Learn the passive voice • Learn the perfect tenses • Learn about Mexican art, music, and dance • Learn about the uniqueness of Mexican cooking and its designation by UNESCO as an example of Immaterial Patrimony of Humanity • Read poetry by Mexican authors • Read prose by Mexican authors • Explore and gain knowledge of Mexico’s ancient civilizations through architecture, the arts, and artifacts • Include at least one topic for study, discussion, or writing from another discipline that relates to Mexico • View and discuss videos that present aspects of culture from Mexico 		
<p>Evidence of Learning</p>		
<p>Formative Assessments: Quizzes, homework assignments, auditory comprehension activities, online activities, and textbook activities, practice worksheets, informal writing assignments, daily target language use and informal speaking activities, reading comprehension activities, class discussions</p> <p>Summative/Benchmark Assessment(s): Research a point of interest in Mexico and tell classmate about it in an interview format. Write about the unique aspects of Mexican cooking. Describe various landmarks of a historic nature that are examples of ancient indigenous culture. Describe in one’s own words how Mexican muralists used their art form to record history and culture and used them as a tool of instruction. Take a comprehensive grammar test. Give orally the bio of an influential Mexican. Writing assignments of a formal nature. Formal oral presentations.</p>		
<p>Resources/Materials: Asi se dice #4 Teacher supplemental materials from Glencoe/McGraw Hill CD player Media player Google images Online and print newspapers and magazines Glencoe Spanish Fine Art Transparencies Music recordings and the</p>		

viewing of performances

En marcha grammar

review workbook with

Website

Activities from

Conversemos juntos a

framework for

interpersonal

communication

Modifications:

- **Special Education Students**
 1. Follow student's IEP.
 2. Use self monitoring checklists.
 3. Use peer partners of certain activities.
- **English Language Learners**
 1. Allow participation on any level.
 2. Use buddy system for dissemination of various types of information.
 3. Allow use of bilingual dictionary.
- **At-Risk Students**
 1. Provide rewards as necessary.
 2. Provided extra assistance when needed.
 3. Consult with classroom teachers for specific behavior interventions.
- **Gifted and Talented Students**
 1. Be held accountable for more complex listening tasks.
 2. Processing a greater volume of any given of print material.
 3. Writing emails that explain personal experiences with cultural topics.

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Mexico	Learn about Mexican geography, history and culture.	Ongoing throughout the unit.
Grammar The subjunctive	Review and expand use of the subjunctive.	7days
Grammar passive voice	Learn the passive constructions in Spanish	5 days
Grammar Perfect tenses	Learn the perfect tenses.	7days
Newspaper article	Read and complete comprehension questions about a newspaper article related to Mexico.	2 days
Poetry	Read a poem by a Mexican author.	2 days
Prose	Read a prose selection by a Mexican author.	2 days
Contemporary life issue or interdisciplinary topic	Research and discuss a contemporary life issue or interdisciplinary topic	5 days

Famous person	Research the life of a famous Mexican and prepare a short bio to share with the class.	2 days
Assessment	Students will take a grammar test and complete a writing assignment or other form of alternate assessment of a topic from the chapter	1 day

Teacher Notes: Use the Videopaseo virtual tour on DVD Episode1, Episode 2, and Episode 3 for additional culture content.

Additional Resources

Click links below to access additional resources used to design this unit:

estudio.quia.com

glencoe.com

www.quizlet.com

www.youtube.com

www.vidasybiografias.com

www.learnspanish.com

www.conjuguemos.com

www.getkahoot.com

www.bbcenespanol.com

www.bbcmundo.com

www.unesco.org/culture/ich/index.php?lg=es&pg=00011&RL=00400

<https://www.youtube.com/embed/Nhz-EKPPQkv> (UNESCO video about traditional Mexican cooking)

Unit Overview

Content Area:
Spanish 4 Honors

Unit Title: Unit 6
El Caribe

Grade Level:11

Unit Summary: In this unit students will learn about the geography, history, and culture of the three Spanish – speaking island nations of the Caribbean-Cuba, the Dominican Republic, and Puerto Rico. They will also continue to work with the subjunctive, demonstrative, possessive, and relative pronouns.

Interdisciplinary

Connections: geography, history, literary studies, fine and performing arts, science, technology, philosophy, mathematics, and architecture

21st Century

Themes and Skills:

Creativity and Innovation

Communication Literacy

Critical thinking and
problem solving

Communication and
collaboration

Information literacy

Life and career skills

Global awareness

Cross-cultural skills

Learning Targets

Standards (Content and Technology): CCCS/ACTFL Standards

Standard 1: Communication: Students will communicate in languages other than English.

Standard 2: Cultures: Students will gain knowledge and understanding of other cultures.

Standard 3: Connections: Students will connect with other disciplines and acquire information.

Standard 4: Comparisons: Students will develop insight into the nature of language and culture.

Standard 5: Communities: Students will participate in multilingual communities at home and around the world.

CPI#:	Statement:
Standard 1.2	Students understand and interpret written language as they practice writing emails about topics related to Cuba, the Dominican Republic, and Puerto Rico.
Standard 3.1	Students reinforce and further their knowledge of map reading skills by studying about the three capital cities of Habana, Santo Domingo and San Juan and preparing a tourist brochure about one of the capitals that includes a walking tour.
Standard 3.2	Students acquire information and recognize the distinctive viewpoints that exist between the United States and the Caribbean nations.
Standard 4.1	Students demonstrate understanding of the nature of language as they continue to work with the subjunctive and demonstrative, possessive and relative pronouns in Spanish and compare these structures to English.
Standard 5.1	Students use Spanish as they begin to make contact with Spanish-speakers through a foreign language social network to practice language skills.
Standard 5.1	Students will use Spanish in class for personal as well as class content related communication.
Technology	Collaborate in online courses, learning communities, or social networks to discuss a resolution to a

standards 8.1.12.A.3 and 8.1.5.C.1	problem or issue. Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources.	
Unit Essential Question(s): <ul style="list-style-type: none"> • What is the official relationship between the US and Cuba, the Dominican Republic and Puerto Rico? • How do people express their pride in their racial and ethnic background? • How do people preserve those cultural products that link modern society with its past? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Our relationships with other countries change over time for various reasons. • Spanish-speaking countries have multiracial and multiethnic individuals and their racial and ethnic ties are expressed in the arts they produce. • Preservation of historic sites is important to people of all countries. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Learn about the geography, history and culture of Cuba, the Dominican Republic and Puerto Rico • Expand their knowledge and use of the subjunctive • Learn demonstrative, possessive and relative pronouns • Research and discuss US relations with its Caribbean neighbors • Read poetry by Caribbean authors that reflect the multiracial and ethnic backgrounds of some Caribbean people • Read prose by Caribbean authors • Read and discuss historic preservation both intentional and unintentional in the Caribbean • Include at least one topic for study, discussion, or writing from another discipline that relates to the Caribbean nations • View and discuss videos that present aspects of culture from the Caribbean 		
Evidence of Learning		
<p>Formative Assessments: Quizzes, homework assignments, auditory comprehension activities, online activities, practice worksheets, textbook activities, informal writing assignments, daily target language use and informal speaking activities, reading comprehension activities, class discussions</p> <p>Summative/Benchmark Assessment(s): Explain in your own words the multiracial and multiethnic characteristics of portions of the Caribbean population as evidenced in the literary, fine and performing arts produced in that area of the world. Compare historic preservation efforts in the Caribbean to those in the US by researching a specific project that has either taken place or is in progress and share your findings with the class. Investigate and discuss US/Caribbean relations. Take a comprehensive grammar test. Writing assignments of a formal nature. Formal oral presentations.</p> <p>Resources/Materials: Asi se dice #4 Teacher supplemental materials from Glencoe/ McGraw Hill CD player Media player Google images Online and print newspapers and magazines Glencoe Spanish Fine Art</p>		

Transparencies
 Music recordings and the viewing of performances
 En marcha grammar review workbook with Website
 Activities from Conversemos juntos a framework for interpersonal communication

Modifications:

- Special Education Students
 1. Use K-W-L strategies
 2. Model usage of new vocabulary
 3. Give timeline for assignments
- English Language Learners
 1. Allow participation at any level.
 2. Rephrase directions and explanations.
 3. Allow use of bilingual dictionary.
- At-Risk Students
 1. Offer extra help as needed
 2. Check notebook for accuracy and completeness
 3. Allow peer editing before submission of assignments
- Gifted and Talented Students
 1. Create original poem, song, short story with a multicultural perspective
 2. Read more extensive material in Spanish on a chapter related topic and explain in Spanish what has been read
 3. Explain in Spanish both orally and in writing the reasons for taking a certain position

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
El Caribe	Learn the geography, history, and culture of Cuba, the Dominican Republic and Puerto Rico	Ongoing throughout the lesson
El subjuntivo	Review and expand usage of the subjunctive	6 days
Demonstrative pronouns	Learn and use demonstrative pronouns correctly	3 days
Possessive pronouns	Learn and use possessive pronouns correctly	4 days
Relative pronouns	Learn and use relative pronouns correctly	4 days
US/ Caribbean relations	Research and discuss the relationship between the US and our Caribbean neighbors	3 days
Poetry	Read poetry by Caribbean authors	2 days
Prose	Read prose from the	3 days

	Caribbean	
Newspaper	Read and discuss a news article related to the Caribbean	1 day
Contemporary life issue or interdisciplinary topic	Research and discuss a topic related to the Caribbean nations that is of importance now or makes an interdisciplinary connection	2 days
Famous person	Research the life of an influential individual from one of the Caribbean countries and prepare a short bio about that person's importance. Share it with the class.	1 day
Assessment	Students will take a grammar test or complete a writing assignment or other form of alternate assessment of a topic from the chapter	1 day

Teacher Notes: Use the Videopaseo virtual tour on DVD Episode1, Episode 2,and Episode 3 for additional culture content.

Additional Resources

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www.learnspanish.com

www.conjuguemos.com

www.getkahoot.com

www.bbcenespanol.com

www.bbcmundo.com

www.youtube.com (Celia Cruz performance of Guantanamera)

www.descargacultura.unam.mx/app/ (virtual tour of the home of Jose Marti)

www.wifredolam.net

www.aaregistry.org



Unit Overview

Content Area:
Spanish 4 Honors

Unit Title:
Unit 7 Venezuela
and Colombia

Grade Level: 11

Unit Summary: In this unit, students will learn about the geography, history and culture of Venezuela and Colombia. They will continue to expand their knowledge and usage of the subjunctive when used after certain set expressions and learn the correct usage for the prepositions por and para.

Interdisciplinary

Connections: geography, history, literary studies, fine and performing arts, science, technology, philosophy, mathematics, and architecture

21st Century

Themes and Skills:

- Creativity and Innovation
- Communication Literacy
- Critical thinking and problem solving
- Communication and collaboration
- Information literacy
- Life and career skills
- Global awareness
- Cross- cultural skills

Learning Targets

Standards (Content and Technology): CCCS/ACTFL Standards

Standard 1: Communication: Students will communicate in languages other than English.

Standard 2: Cultures: Students will gain knowledge and understanding of other cultures.

Standard 3: Connections: Students will connect with other disciplines and acquire information.

Standard 4: Comparisons: Students will develop insight into the nature of language and culture.

Standard 5: Communities: Students will participate in multilingual communities at home and around the world.

CPI#:	Statement:
Standard 1.3	Students present information about current event articles that relate to Venezuela and Colombia.
Standards 2.1, 2.2	Students demonstrate an understanding of the relationship between the practices, products and perspectives related to gold in Colombia.
Standard 3.1	Students reinforce and further their knowledge of literature as they focus on the origins of the literary genre “magical realism” and Nobel Prize winning author Gabriel Garcia Marquez.
Standard 4.1	Students demonstrate understanding of the natures of Spanish and English as they work with the important prepositions of por and para.
Standard 5.1	Students use Spanish in class for personal as well as class content communication.
Standards 1.3, 5.2	Students present information, concepts and ideas about a topic of personal interest related to a country studied during the second semester.
Technology Standard	Produce a position statement about a real world problem by investigating with peers and synthesizing information from multiple sources.

8.1.12.E.1		
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How has gold affected the history and culture of Colombia? • How is the history of Venezuela quite different from all other Spanish- speaking countries? How has money and the important commodity of petroleum played their roles in the development of the nation? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Both the indigenous people of Colombia and the Spanish understood the value of gold which was reflected in its use in their societies. • Diversification in products and exports is important to a county's economy. 	
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Learn about the geography, history and culture of Venezuela and Colombia • Learn and apply the correct usage of the subjunctive with set expressions • Learn and apply the correct usage of the prepositions por and para • Read and discuss current event articles from Venezuela and Colombia • Learn about magical realism as a literary genre born out of South America • Learn about and read an excerpt from Colombian author Gabriel Garcia Marquez • Include at least one topic for study, discussion, or writing from another discipline that relates to Venezuela and Colombia • View and discuss videos that present aspects of culture from Venezuela and Colombia • Research a topic of personal interest from the second semester, create a Power point presentation and present your research to the class 		
Evidence of Learning		
<p>Formative Assessments: Quizzes, homework assignments, auditory comprehension activities, online activities, textbook activities, practice worksheets, informal writing assignments, daily target language use and informal speaking activities, reading comprehension activities, class discussions</p>		
<p>Summative/Benchmark Assessment(s): Take a comprehensive grammar test. Research a topic of personal interest, create a Power point presentation and present it to the class. Writing assignments of a formal nature. Formal oral presentations. Take second semester exam.</p>		
<p>Resources/Materials: Asi se dice # 4 Teacher supplemental materials from Glencoe/ McGraw Hill CD player Media player Google images Online and print newspapers and magazines Glencoe Spanish Fine Art Transparencies Music recordings and the viewing of performances En marcha grammar review workbook with Website</p>		

**Activities from
Conversemos juntos a
framework for
interpersonal
communication**

Modifications:

- **Special Education Students**
 1. Follow student's IEP.
 2. Use self monitoring checklists.
 3. Use peer partners of certain activities.
- **English Language Learners**
 1. Allow use of bilingual dictionary.
 2. Allow additional time for writing.
 3. Use buddy system as a resource for various types of information.
- **At-Risk Students**
 1. Consult with other teachers for behavior interventions.
 2. Offer extra assistance as needed.
 3. Check notebooks and agendas for accuracy.
- **Gifted and Talented Students**
 1. Create original poem, song, short story with a multicultural perspective.
 2. Read more extensive material in Spanish on a chapter related topic and explain what has been read also in Spanish.
 3. Complete research in Spanish and share with the class.

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Venezuela and Colombia	Learn about the geography, history and culture of Venezuela and Colombia	Ongoing throughout the lesson
The subjunctive	Learn to use the subjunctive with set expressions accurately.	5 days
Prepositions por and para	Learn the correct usage of por and para	5 days
Newspaper article	Read an article and present to the class.	2 days
Contemporary life issue or interdisciplinary topic	Read and discuss information on an important issue at the moment or make an interdisciplinary connection	2 days
Prose	Read journalistic material and a short story by Gabriel Garcia Marquez	5 days
Individual research	Research a topic related to a second semester chapter theme, create a Powerpoint presentation and present to	5 days

	the class	
Assessment	Take a comprehensive grammar test. Take a second semester final exam.	2 days

Teacher Notes: Use Videopaseo virtual tour on DVD, Episode 1, Episode2, and Episode3 for additional culture content.

Additional Resources

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www.conjuguemos.com

www.bbcenespanol.com

www.bbcmundo.com

www.colombiaaprende.edu.co

www.banrepcultural.org/museo-del-oro

www.forbes.com/sites/.../how-close-is-venezuela-to-defaulting/

www.republica-de-venezuela.com/about-venezuela/people-of-venezuela.php