

Spanish VH Course Overview

Content Area: **World Language**
Course(s): **SPANISH V H**
Time Period: **Full Year Course**
Length: **180 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

Spanish VH

Course Number: 1238

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Course Adoption: 11/16/1993

Curriculum Adoption: 08/25/1994

Date of Last Revision Adoption: 11/02/2017

Latest revision: Summer 2019

Course Overview

The Level **Spanish VH** curriculum is designed to enable learners to meet the Intermediate-Low/Mid Level of proficiency as defined by the American Council on the Teaching of Foreign Languages and the New Jersey Student Learning Standards. It is designed to move students along the proficiency continuum from Novice-High to Intermediate-Low/Mid. The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities, is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

Modifications

Special education students

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace
- Taking a class under a pass/fail condition
- Permission to write dictated questions before composing responses
- Permitting examinations to be read orally, dictated, or typed; alternative test formats

English language learners

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

Students at risk of school failure

- Verbal encouragements
- Reducing the number of questions in a task

- Allow students to use alternative ways of completing a task (in writing, orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs
- Regular and timely check-ins and correspondence to elicit support from counselor and family

Gifted and talented students

- Differentiated instruction
- Higher level contest
- Use of higher grammatical structures
- Pair with native speakers

Students with 504 plans

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

Materials and Resources

Temas. Draggett, Parthena; Conlin, Cole; Millan, Eliabeth. Vista Higher Learning, 2014.

Online Websites

<http://www.tiempodejuego.org/> Tiempo de Juego de Bogotá, Colombia <http://www.fesnojiv.gob.ve/es/videos/1060-jose-antonio-abreu-en-tocar-y-luchar.html>

El Sistema Nacional de Orquestas y Coros Juveniles e Infantiles de Venezuela (Fuente audiovisual: *José Antonio Abreu en Tocar y Luchar*) <http://lucesperaaprender.org>

Luces para aprender, «una iniciativa de la OEI que llevará luz e internet a más de 66.000 escuelas en Iberoamérica, situadas en zonas rurales y de difícil acceso.» <http://pukllasunchis.org/> Asociación Pukllasunchis <http://www.unicef.org/lac/>

UNICEF: La importancia de la niñez y su centralidad en el desarrollo de sus respectivos países de Latinoamérica y el Caribe <http://www.unkilodeayuda.org.mx/> (mapas de la desnutrición)

Es un programa integral que busca medir, intervenir y modificar conductas a través de acciones que promueven el desarrollo físico, mental y emocional de los niños. [http://www.unicef.org/lac/Libro-pobreza-infantil-America-Latina-2010\(1\).pdf](http://www.unicef.org/lac/Libro-pobreza-infantil-America-Latina-2010(1).pdf)

El gráfico de la prevalencia de la anemia en la América Latina y el Caribe <http://www.bvsde.paho.org/texcom/nutricion/LOW/LOW-3c.pdf>

Estimación del costo total de la desnutrición global en dólares y porcentaje del PIB América Latina(13países),2004-2005(gráfico) <http://actualidad.rt.com/actualidad/view/25803-El-problema-de-esclavitud-laboral-infantil-en-Am%C3%A9rica-Latina-subsiste-en-regi%C3%B3n> El problema de la esclavitudlaboralinfantilenLatinoamérica http://siteresources.worldbank.org/EXTLACREGTOPNUT/Resources/4160377-1357590589927/8996498-1357590799892/BENCHMARKING_ES.pdf

Análisis comparativo de las intervenciones prioritarias en materia de nutrición http://siteresources.worldbank.org/EXTLACREGTOPNUT/Resources/4160377-1357590589927/8996498-1357590827922/8996561-1357612027585/1_UNICEF_Enrique.pdf

Disparidades nutricionales en América Latina y el Caribe protegiendo la nutrición de madres y niños en tiempos de crisis-<http://guatemala.nutrinet.org/guatemala/situacion-nutricional/112-nutricion-y-desarrollo-humano>

Desnutrición crónica de Guatemala es la más alta de Latinoamérica, dice UNICEF. <http://player.vimeo.com/video/17380836>

La Oficina Regional de UNICEF para América Latina y el Caribe entrevistó a los Ministros de Argentina,

Bolivia, Brasil, Costa Rica y Paraguay sobre la situación de la educación y la inequidad en estos países. <http://www.unmultimedia.org/radio/spanish/2013/01/joven-indigena-quechua-habla-sobre-la-discriminacion-a-esos-pueblos/> 30/01/2013 Joven indígena quechua habla sobre la discriminación a esos pueblos-<http://www.youtube.com/watch?v=ZeJjYl-Eoc> UNICEF trabaja incansablemente con las comunidades del Chocó. http://www.unicef.org/lac/DIEGO_TORRES_FINAL_COSTARICAweb.mpg

Spot de UNICEF Costa Rica con el cantautor argentino Diego Torres, Embajador de Buena Voluntad - motiva a niños, niñas y adolescentes de terminar el colegio para lograr un mejor futuro. <http://www.youtube.com/watch?v=oyKNy7NHCYo>

Documental sobre la labor de UNICEF y el compromiso pendiente con la infancia y la adolescencia de América Latina y el Caribe.

<http://www.youtube.com/watch?v=au8hJejtAZM> Leo Messi, embajador de Buena Voluntad de UNICEF-
http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=1757 Alfabetización digital para las mujeres de Atacama (Chile)

Content Specific Standards

NJSLS World Language

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

INTERPRETIVE

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

INTERPERSONAL

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

PRESENTATIONAL

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Interdisciplinary Standards

[NJSLS SOCIAL STUDIES](#)

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2 World History: Global Studies by the End of Grade 12

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

NJSLS Visual and Performing Arts

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

Career Readiness, Life Literacies, and Key Skills

NJSLS Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market

Computer Science and Design Thinking

[NJSL Computer Science and Design Thinking](#)

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Pacing Guide

	THEME	CONTEXTS	ESSENTIAL QUESTIONS
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MP			
MP 1	Beauty and Aesthetics	Defining Beauty Defining Creativity Fashion and Design Architecture Language and Literature Visual and Performing Arts	How are perceptions of beauty and creativity established? How do ideals of beauty and aesthetics influence daily life? How do the arts both challenge and reflect cultural perspectives?
MP 2	Contemporary Life	Education and Careers Travel and Leisure Lifestyles	How do societies and individuals define quality of life? How is contemporary life influenced by cultural products, and perspectives? What are the challenges of contemporary life?
MP 3	Contemporary Life	Entertainment Relationships Social Customs and Values	How do societies and individuals define quality of life? How is the environment affected by the style of life of people? What is the role of customs in a society?
MP 4	Personal and Public Identities	Alienation and Assimilation Heroes and Historical Figures National and Ethnic Identities	How are aspects of identity expressed in various situations? How do language and culture influence identity?

		Personal Beliefs Personal Interest Self-Image	How does one's identity develop over time?
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Formative and Summative Assessment

FORMATIVE ASSESSMENTS

Marzano Scale
 Thumbs Up, Thumbs Down
 Mini whiteboards
 Google Voice Calls
 Ticket out the Door/Exit Tickets
 Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)
 Four Corners
 Sequence Cards
 Snowball Fight
 Window Panes
 Planned speaking assessments
 Postcard
 List Three Things
 Venn Diagram
 Hand In, Pass Out
 Write It Down
 Think Pair Share
 Think Write Pair Share
 Doodle It
 Two Roses and a Thorn
 Twitter Voting
 Backchannel/Todaysmeet
 Digital Cork Board: Padlet
 Jigsaw Groups
 Answer the Essential Question (Verbally or Written)
 Make Predictions
 Self-Assessment
 Web/Concept Map
 ePortfolio Check
 Journal Entry
 Inside-Outside Circle
 One Sentence Summary
 Sentence Frames
 Talk a Mile a Minute
 Tic-Tac-Toe/Think-Tac-Toe
 3-2-1: 3 things you found out, 2 interesting things, 1 question you still have

Numbered Heads Together
Gallery Walk
Just Like Me (Stand up if you....)
Stand up, Hand up, Pair up

SUMMATIVE ASSESSMENTS

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSLs.

Interpretive Task
Interpersonal Task
Presentational Writing/Speaking Task

BENCHMARK ASSESSMENTS

Midterm and Final Exams

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

ePortfolios

Students upload evidence of linguistic and cultural proficiency, use Can Do Statements to identify proficiency in each of the modes of communication, and set goals about moving to increased proficiency.

ALTERNATIVE ASSESSMENTS

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Main idea identification for Interpretive reading/listening task

Essay writing instead of interpersonal oral tasks

Narrations for comprehension check

Oral dictations

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

Grading Procedures and Evaluation

GRADING GUIDELINES

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally Proficient
F	Failing	Partially Proficient

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

Grading Weights for Quarter Grades

10% Homework

10% Classwork/Participation

30% Presentational and interpersonal speaking

50% Interpretive and presentational writing

Final grades are weighted as follows:

Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

COURSE EVALUATION

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Other Information

World Language (AAAF)

Spanish VH

Course No. 1238

SCED

24056 Spanish V

Spanish V courses extend students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future).

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1238	050	H	10-12	5.00	210	Elective	11/16/1993

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards

Career Readiness, Life Literacies and Key Skills

Comprehensive Health and Physical Education

Language Arts Literacy

NJ Student Learning Standards

SMathematics

Science

SSocial Studies

NJ Student Learning Standards

Computer Science and Design S
Thinking

Visual and Performing Arts S

SWorld Languages P

