

# Spanish VI Course Overview

Content Area: **World Language**  
Course(s): **Spanish VI**  
Time Period: **Full Year Course**  
Length: **180 Days**  
Status: **Published**

## Cover

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

**Superintendent of Schools**

Dr. Victor P. Valeski

**World Languages**

**Spanish VI**

Course Number: 1239

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Course Re-approved May 9, 2019

## **Course Overview**

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**Spanish VI** is intended to introduce and develop knowledge of cinema practices in the Spanish-Speaking world, in order to familiarize students to the products, practices and perspectives relevant to cinema in Spanish-speaking countries. The Level VI Spanish curriculum is designed to enable learners to meet the Intermediate-Low and Intermediate-Mid Levels of proficiency as defined by the American Council on the Teaching of Foreign Languages and the New Jersey Student Learning Standards. 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**

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### **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**

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### CINEMATIC RESOURCES

Cómo El Grinch se Robó la Navidad

Viaje a Marte

Traficantes de sueños

## **Content Specific Standards**

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[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.

**Intermediate Mid** learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

## **INTERPRETIVE**

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

## **INTERPERSONAL**

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target

culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

## **PRESENTATIONAL**

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

## 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.Cn1 1a: 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**

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### [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**

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### [NJSLs 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

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MP THEME	TOPICS	ESSENTIAL QUESTIONS	CONTEXTS/SCENARIO
MP1 Cinema	Film Festivals	What is film?	You have always admired the artistic nature of film around the world. You and your friends want to share an audience, so you decide to organize an International Film Festival to take place in your school's auditorium at the end of the year.
	Short Films	What are the components of a cinematic work?	
	Film Industry	Why celebrate film as an art?	The festival will feature student-generated films in a variety of genres. You want to highlight great foreign language films and also want to pay homage to the great art of cinematography. To make the festival, you need to spread the word! You decide to create a video that will be broadcasted on the morning announcements that will share the information that you have learned.
MP2 Personality	Character and Analysis	How do characters influence the plot/setting/technique of a film?	We are inherently drawn to certain films not only because of the genres – we are also drawn to them because of the dynamic characters that bring these stories to life. In preparation for the upcoming film festival, you look for some inspiration by watching the film <i>Life is Beautiful</i> . How can character personality and mood can shape/mold a story? How can a jump into the shoes of one of the characters and their actions affect the story? How can a scenario can be drastically different depending on the characters that are in the scene.
		Why do characters contrast/reflect one another?	
		How can a	

		screenwriter/director create a compelling character?	
Fantastic World of MP3Fantasy	Legends	What characterizes the Fantasy genre of film?	We are constantly balancing reality and fantasy in our begin to delve into the world of Fantasy film to gain film. In preparation for producing your own movie to Brunswick High School International Film Festival, y than 5 other people will create a storyboard for your p developing the scenes and the details that will ease th Then, you and your group will use the storyboard tha proposed film to write the script from one of the sequ
	Fables	Why are the Fantasy genre and its subgenres so popular among audiences?	
	Elements of the Fantasy Genre		
	Special Effects	How do we incorporate fantasy in our everyday lives?	
Reality at a Film MP4Festival	Global/Societal Challenges	Why is the cultural phenomenon of Film Festivals pertinent today in the real world?	It's been a long road coming, but you are more than e for film and language with a larger audience at the In approaching soon! You have your script, you have y to do is get to it! Films naturally evolve during produ extra inspiration can be good for the overall project s You look for elements in the real world to establish c touch your audience, because the festival needs a win
	Entertainment Industry	How does our perception of reality contrast with that of fantasy?	
	Technology		
		As a movie director/actor/editor, how can you manipulate your audience through the use of technique and real world issues?	

## **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**

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### **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:

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

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

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### World Language (AAAF)

#### Spanish VI

Course No. 1239

SCED: 24999 Foreign Language and Literature—Other

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1239	050	A	11-12	5.00	210	Elective	Fall 2019

#### PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

##### NJSLS

1. Visual and Performing Arts S
2. Comprehensive Health and Physical Education
3. Language Arts Literacy S
4. Mathematics S

##### NJSLS

5. Science S
6. Social Studies S
7. World Languages P
8. Computer Science and Design Thinking S

##### NJSLS

9. Career Readiness, Life Literacies, and key Skills S