

Spanish IV _Las vida contemporánea: Trabajo voluntario y las relaciones personales. Part. II

Content Area: **World Language**
Course(s): **Spanish IV**
Time Period: **Marking Period 3**
Length: **8 weeks : Theme + sub-themes**
Status: **Published**

Course Pacing Guide

On this course students engages in an exploration of culture in both contemporary and historical contexts related with the themes of families and communities, contemporary life and beauty and esthetic. The course develops students' awareness and appreciation of cultural products, practices and perspective of the target culture and their communities.

Unit	Model	
	MP/Trimester	Weeks
Para Empezar	1	4
THEME: Las familias y las comunidades		
Sub-themes:		
<ul style="list-style-type: none">• La estructura familiar• Las tradiciones y los valores• Las redes sociales	1	10
THEME: La vida contemporanea - part I		
Sub-themes:		
<ul style="list-style-type: none">• La educación y las carreras• Los estilos de vida y el entretenimiento.	2	8
THEME: La vida contemporanea - part II		
Sub-themes:		
<ul style="list-style-type: none">• El trabajo voluntario• Las relaciones personales	3	8
THEME: La belleza y la estética		
Sub-themes:		
<ul style="list-style-type: none">• Definiciones de la belleza• Las artes visuales• La arquitectura	4	8

Unit Overview

PART II: On this unit students will explore themes related to the quality of life in Spanish-speaking communities and the factors that influence such as: geography location, social status, access to education, health, care, food, water, and cultural practices and perspectives related to traditions. The unit is focused on the first two sub-themes of the unit.

This Unit has 4 sub-themes or mini units divided by two marking periods or two parts:

Part I:

- La educación y las carreras
- Los estilos de vida

Part II:

- El trabajo voluntario
- Las relaciones personales

Enduring Understandings

- Explore how families shape values and traditions, as well as personal beliefs and personal interests.
- Examine the challenges faced by families, such as access to education and jobs.
- Role of families in contemporary societies.

Essential Questions

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one live impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

New Jersey Student Learning Standards (No CCS)

WL.7.1.IM.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IM.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IM.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
WL.7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
WL.7.1.IM.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.
WL.7.1.IM.C.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
WL.7.1.IM.C.C.7	Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
SCI.9-12.5.1.12.D.1	Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
SCI.9-12.5.1.12.D.a	Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions, and small-group work.
SCI.9-12.5.1.12.D.b	Science involves using language, both oral and written, as a tool for making thinking public.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Technology Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

21st Century Themes/Careers

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and
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Financial Literacy Integration

PFL.9.1.12.A.9

Analyze how personal and cultural values impact spending and other financial decisions.

Instructional Strategies & Learning Activities

Interpretative:

- Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)
- Interpret the content of written or audio text (words)
- Determine the meaning of familiar and unfamiliar word

Interpersonal:

- Understand and apply appropriate communication strategies in interpersonal writing and speaking.
- Understand and apply appropriate and varied syntactical expressions in interpersonal writing and speaking.

Presentational

- Plan and research an issue or topic for presentational speaking.
- Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- Use appropriate language and vocabulary for the intended audience in presentational speaking.
- Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

Differentiated Instruction

Examples may include:

- Curriculum Mapping
- Heads together: Cabezas juntas
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Mastery Learning (feedback toward goal)
- Game-Based Learning
- Grouping

- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Flipped Classroom
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Daily participation
- Short writing assessments
- Speech and listening
comprehension- class/group
discussions
- Oral assessments-
- Homework
- Journal
- Group discussions
- Observations

Summative Assessment

Summative assessment assess the 3 modes of communications: interpretative, interpersonal and presentation in the form of: Essay, email writing, simulated conversation, cultural comparison, free response and printed text interpretation.

- Sub-theme test
- Unit test
- Project based learning.

Benchmark Assessments

Alternate Assessments

- Integrate performance assessment
- Project based learning.
- Create a digital, media project to find or propose a solution to a problem.
- Create or produce an artifact.

Resources & Technology

- Promethean Smart Screen
- Laptops, ipads, cellphones.
- Canvas, Google Classroom
- Audacity, Vocaroo, recording devices.
- Googles app: ex: Edpuzzle . google voice, google forms
- authentic printed resources from the target culture.
- BBC en español, CNN en español, Newsela, Youtube
- Authentic videos.

BOE Approved Texts

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

Such as:

- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Language negotiation
- Electronic dictionaries: Word reference

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.

- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Work-in-progress check
- Cue/model expected behavior

- Use peer supports

Gifted and Talented

Examples may include:

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Focus on effort and practice
- Encourage risk taking