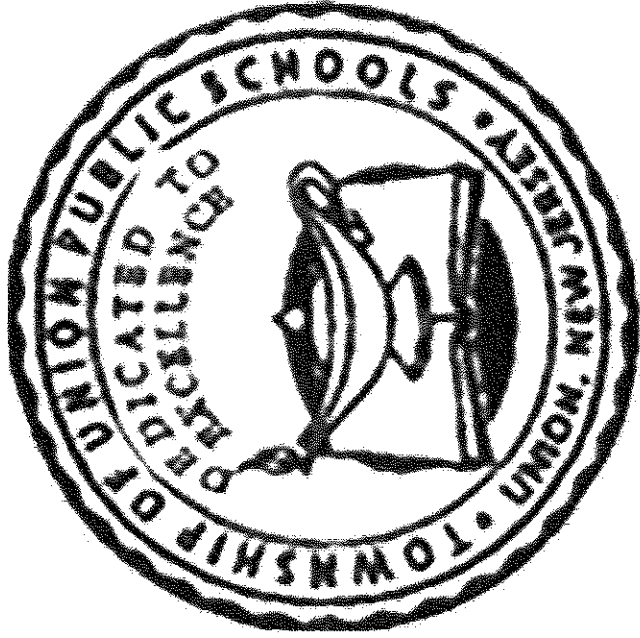


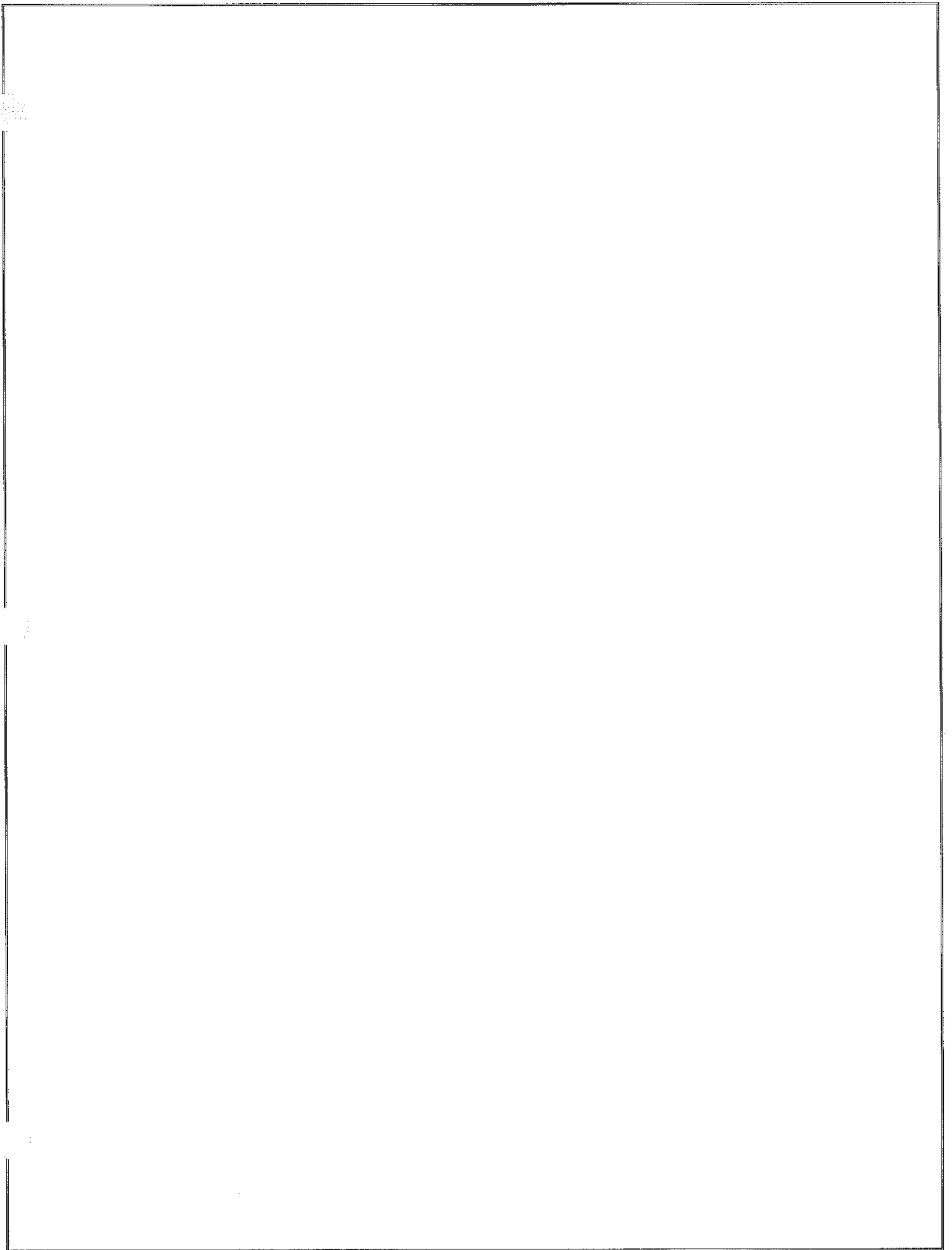
TOWNSHIP OF UNION PUBLIC SCHOOLS



Project Acceleration (WL440) /Honors Spanish IV (WL441)

Curriculum Guide

Curriculum Guide Approved June 2017



Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The Project Acceleration (WL440) / Honors Spanish IV (WL441) course is an extensive review and refinement of previously learned grammar with in-depth instruction of the Subjunctive Mood and new vocabulary, in addition to instructional content reflecting a variety of topics such as the geography and history of Spain and Latin America moving into the 21st Century with its challenges in the world of work, a multicultural society, young and old, and stereotypes. Excerpts from classical and short contemporary literature, film, poetry, current newspaper/magazine articles, non-technical writings in addition to the textbooks will also be studied. Discussions in the target language will perfect students' pronunciation and communication skills. Students will engage in extensive practice in organizing thoughts in order to speak, write and present in the target language. Students of Project Acceleration must comply with additional testing/research projects in order to qualify for the six college credits available to each student from Seton Hall University. This course is equivalent to Intermediate Spanish 1 and Intermediate Spanish 2 at the university level.

Recommended Textbooks

**Textbook Trio: Conversación y repaso
Civilización y cultura
Literatura y arte**

by

Lynn Sandstedt / Ralph Kite, Cengage Learning

Course Proficiencies

Students will be able to...

- Compare and contrast information in texts from age and level appropriate, culturally authentic materials found in electronic information and other literary sources related to targeted themes
- Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- Analyze 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 the message.
- Analyze historical and political contexts that connect or have connected famous people, places and events from the target culture(s) within the Hispanic world or the US.
- Implement geographical knowledge, such as map skills, origins and locations of civilizations that have contributed to the evolution of Hispanic language and culture.
- Comprehend conversations and written information on a variety of familiar and unfamiliar topics, such as religion, traditions and gender roles in Hispanic cultures.
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- Observe and or participate in the four art forms, across and within cultures that lead to an understanding of the shared human experience, to include the aesthetics and performance of dance, music, theater, visual and applied arts.

Curriculum Units

Unit 1 Origins of Hispanic Culture: Spain

Unit 2 Origins of Hispanic Culture: The Americas

Unit 3 Religion in the Hispanic World

Unit 4 Aspects of Family in the Hispanic World

Unit 5 Men and Women in Hispanic Society

Unit 6 The Hispanic in the United States (11&12)

Pacing Guide- Course

<u>Content</u>	Number of Days
Unit 1:	40 (7 weeks)
Unit 2:	40 (7 weeks)
Unit 3:	30 (5 weeks)
Unit 4:	35 (6 weeks)
Unit 5:	35 (6 weeks)
Unit 6:	30 (5 weeks)

Unit 1: Origins of Hispanic Culture: Spain (Europe)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>¿Dónde está/n situada/s? Where is it/are they situated/located?</p> <p>¿Cómo es la topografía? What is the topography (like)?</p> <p>¿Cuál es la capital de la región y la población? What is the capital of the region and the population?</p> <p>¿Cuáles son las vistas más importantes? What are the most important sights?</p> <p>¿A quiénes atacaron los moros en 711?</p>	<p>Review Structures: Nouns and articles Subject pronouns Present Indicative of regular verbs Stem-changing verbs Verbs with spelling changes Present Indicative of Irregular verbs Adjectives The personal a</p> <p>Communicate with strategies Converse Listen for the main idea Exchange ideas Investigate & present with newly acquired knowledge</p>	<p>T-Conversación y Repaso Read intro vocabulary. & dialogue p2 pp5—20 Practice oral and written exercises #1-34</p> <p>Review for Assessment p21 pp24-26 Listening comprehension Nonverbal communication Listening for the main idea Lenguas e influencias extranjeras pp27-28 <i>Las gaitas y los gaiteros de España</i> (Regional dance in video)</p>	<p>Do now/exit questions and written responses</p> <p>www.cengagebrain.com for online Assessment/Brain teasers/Self-testing</p>
Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments

<p>¿Cómo se destaca esta región? What is outstanding about this region?</p> <p>¿Cuál es el puerto de mar más antiguo creado por los fenicios? Which is the most ancient seaport created by the Phoenicians?</p> <p>¿Cuál es la ventaja más importante para las civilizaciones antiguas? What is the most important advantage for the ancient civilizations?</p> <p>¿Qué civilización desarrolló la ley civil? Which civilization developed Civil Law?</p> <p>¿Cómo se llamó el infame administrador de la Inquisición? What was the infamous administrator of the Inquisition called?</p>	<p>(CPIs)</p> <p>La geografía de la península ibérica/map skills</p> <p>Roots of civilization and culture of Spain and the Hispanic World</p> <ul style="list-style-type: none"> -Prehistoric findings -Íberos/ Celtas/ Celtíberos -Los Fenicios/Los Tartesos -Los Griegos -Los Cartagineses -Los Romanos -Los Visigodos -Los Árabes -La Reconquista -Los Reyes Católicos <p>View Greco-Roman</p>	<p>Text-Civilización y Cultura Lista y mapa de Regiones</p> <p>Research vistas, cuisine, folkloric music & dance , etc of each region</p> <p>Text-Civilización y Cultura cont'd</p> <p>Pp3-8 Readings Student note-taking/outlines and maps distributed, glossaries for translation /questions leading into each stage of conquest and class discussion/ also with video shorts on La historia de España (Internet)</p> <p>Pp8-12 optional readings Other influences on Spanish culture and Pajin yGallardón tiran pétalos al Manzanares en la ceremonia del río</p> <p>P13-14 On Screen: El baile flamenco</p> <p>Text - Literatura y Arte Pp10-12 Reading and views:</p>	<p>Mapa mudo/Map quiz</p> <p>Individual Presentations of Prezi/Blog/Power Point in target language from perspective being a native of chosen region for the class</p> <p>Multiple choice exam</p> <p>Visual recognition quiz</p>
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<p>¿El anfiteatro de Mérida es una obra hecha por quién? The amphitheater of Mérida is a construction built by whom?</p> <p>¿En qué region se baila flamenco? In what region do they dance Flamenco?</p> <p>¿Cuál es el título del poema anónimo? What is the title of the anonymous poem?</p> <p>¿Cuál es el problema que tiene el criado del conde? What is the problem that the Count's servant has?</p> <p>¿Cuál es la moraleja de este cuento? What is the moral of this story?</p>	<p>constructions / Moorish art, palaces and temples</p> <p>Poetry</p> <p>Classic Medieval Prose</p> <p>Música, la canción</p> <p>Cinema</p>	<p>La Alhambra with El Patio de los leones, Los banos reales, El patio de Acequía</p> <p>From <u>Text Civilización y Cultura</u> optional viewing: P13-14 On Screen: <i>El baile flamenco</i></p> <p><u>Text - Literatura y Arte</u> <i>El Poema del Cid</i>, excerpt <i>Don Juan manuel</i> p5 <i>El Conde Lucanor</i> pp6-9</p> <p>Optional music and film: <i>Milonga del moro judío</i></p> <p><i>La Celestina</i> (Spain 1996) Penelope Cruz&Juan Diego Botto actuan) (Optional)</p>	<p>Literary test on <i>El Conde Lucanor</i> (Multiple choice with essay question)</p>
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Unit 2: Origins of Hispanic Culture: The Americas

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>¿Por qué querían los españoles la conversion de los indígenas al catolicismo? Why did the Spanish want the conversion of the indigenous people to catholicism?</p>	<p>Review structures: Imperfect tense Preterit tense of regular verbs Preterit tense of irregular verbs Uses of the imperfect and the preterit Direct object pronouns Reflexive verbs and their pronouns</p>	<p><u>Text Conversación y Repaso</u> Read intro voc.&dialogue pp30-31/ques p32,#2-3-2-5 Pp33-46 Practice oral and written exercises #2-6-2-39</p>	<p>Do now/exit questions and written responses</p>
<p>¿De dónde viene el nombre "America" From where does the name of America come?</p>	<p>Communicate with strategies Converse Listen with intention Exchange ideas Investigate & present with newly acquired knowledge</p>	<p>Review for Assessment p47</p> <p>Pp48-52 Listening comprehension Language functions/Verbal communication Listening and taking notes <i>Astrología, magia y ciencia</i> (Optional) Pp53-El barrio chino de Lima, Perú (Optional)</p>	<p>www.cengagebrain.com for online Assessment/Brain teasers/Self-testing</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

	Skills and Benchmarks (CPIs)	<p>Text-Civilización y Cultura Pp Readings 17-28 Student note-taking/outlines and maps distributed, glossaries for translation /questions leading into each stage of conquest and class discussion/ also with video shorts on each native civilization via internet</p> <p>P29 optional reading: <i>Inician en Guatemala celebraciones por el año nuevo maya</i> P30 On Screen: <i>El mestizaje de la cocina Mexicana</i> Questions following pp30-31</p> <p>Otavalo market, Ecuador p32/Internet</p>	Multiple choice exam
<p>¿Cuál fue el logro más impresionante de los mayas? What was the most important success of the Mayans?</p> <p>¿Quién era el dios de la Guerra de los aztecas? Who was the Aztec god of war?</p> <p>¿Cuál era el centro de la cultura Azteca? What was the center of the Aztec culture?</p> <p>¿Por qué querían los</p>	<p>Roots of civilization and culture of indigenous people of the new world Los mayas Los incas Los aztecas Las minorías étnicas en la actualidad hispanoamericana</p> <p>Read/View with comprehension and discuss</p> <p>Investigate cacao (products)</p> <p>View Art of the Aztecs</p>	<p>Text - <u>Literatura y Arte</u> Quetzacoatl, la serpiente</p>	

<p>españoles la conversión de los indígenas al catolicismo? (Repeated)</p> <p>¿Cómo se traduce "Shipwrecked" en español? How is "Shipwrecked" translated into Spanish?</p> <p>¿Por qué eran las tunas importante a los indígenas? Why were the tunas important to the indigenous peoples?</p> <p>¿Quién curó a un indígena que todos habían dado por muerto? Who cured the native that everyone had taken for dead?</p>	<p>Stone figures, ceramics, pyramids, temples, etc</p> <p>Literary reading</p> <p>Investigate & present with newly acquired knowledge</p> <p>Cinema</p> <p>Colombian Musician singer</p>	<p>emplumada Coyolxauhqui, diosa de la luna Cerámica con la figura de Texcatlipoca</p> <p>Excerpts from <i>Naufragios</i> por Cabeza de Vaca or <i>Leyenda de la Tatuana</i> por Miguel Ángel Asturias</p> <p>Optional: Expansión ¡A explorar! P25</p> <p><i>La vida inagotable</i>, Mexico 2010</p> <p><i>Pa' Mayté</i>, Carlos Vives</p>	<p>Multiple choice Literary test</p> <p>www.cengagebrain.com</p>
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Unit 3: Religion in the Hispanic World

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>¿Qué vas a hacer con tu vida? <i>What are you going to do with your life?</i></p> <p>¿Quién te llevará? <i>Who will take you?</i></p> <p>¿Qué harías mañana si no tendrías (tuvieras) que venir a la escuela? <i>What would you do if you didn't have to come to school?</i></p> <p>¿Cuál/es te gusta/n? <i>Which/ones do you like?</i></p> <p>¿Quién será? I wonder who it is/fit will be? ¿Cómo estarás en el nuevo lugar? How will you be in the new place?</p>	<p>Review structures: The ir a + infinitive construction Future and conditional tenses Future and conditional tenses to express probability Indirect object pronouns Double object pronouns Gustar and similar verbs Verbs ser and estar</p> <p>Communicate with strategies Converse Listen for the main idea Exchange ideas Investigate & present with newly acquired knowledge</p>	<p>T-Conversación y Repaso Read intro vocabulary & dialogue pp56-58 Pp59-73 Practice oral and written exercises #3-6 thru 3-30.</p> <p>Repaso, p74</p> <p>Pp76-78 Guessing from context Identifying the speakers</p> <p><i>Juan Diego y la Virgen de Guadalupe</i> p79/Questions for discussion p80 Optional</p>	<p>Do now/exit questions and written responses</p> <p>www.cengagebrain.com for online Assessment/Brain teasers/Self-testing</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>¿Qué es anticlericalismo? <i>What is anticlericalism?</i></p> <p>¿Cuál es el origen de su nombre? <i>What is the origin of your name?</i></p> <p>¿Quiénes fueron dos curas rebeldes del pasado? <i>Who were the two rebel priests from the past?</i></p> <p>¿Cuáles son las características de su estilo? <i>What are the characteristics of his style?</i></p> <p>¿Por cuánto tiempo es la tierra nuestra? How long is the land ours? <i>¿Es breve o larga la vida? Is life brief or long?</i></p> <p>¿Qué cosas producen dolores? <i>What things produce pain?</i></p>	<p>Utilize techniques to initiate, maintain and end conversations</p> <p>Contrast and compare with the US</p> <p>View and comment on style of paintings</p> <p>Read and interpret Poetry</p>	<p>Text-Civilización y Cultura Vocabulary & Readings pp35-41/Ques 3-1 thru 3-10 Choose any from the following: <i>La religión y la sociedad</i> <i>La religión y la vida personal</i> <i>La religión en Hispanoamérica</i> <i>La religión en la actualidad</i></p> <p>On screen with video short on <i>Ritos y celebraciones de la muerte</i> p47</p> <p>Text - Literatura y Arte El Greco p36-38; Velazquez Choose: pp29-34 <i>Poema Nahua</i>, anónimo <i>Coplas por la muerte de su padre</i>, Jorge Manrique <i>Soneto</i>, anónimo <i>Sonetos</i>, Sor Juana Ines de la Cruz <i>Lo fatal</i>, Ruben Dario <i>Salmo I</i>, Miguel Unamuno</p>	<p>Observe Group work: Student questions leading to class discussion on various aspects of the following topic of religion</p> <p>Monitor discussions</p> <p>www.cengagebrain.com</p> <p>Visual quiz</p>

Unit 4: Aspects of the Family in the Hispanic World

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<p>¿Qué estabas haciendo? <i>What were you doing?</i></p> <p>¿Adónde has ido? <i>Where have you gone?</i></p> <p>¿Había visto él la película? <i>Had he seen the film?</i></p> <p>¿Qué habrías dicho entonces? <i>What would you have said then?</i></p> <p>¿Qué tiempo hará mañana? <i>What will the weather be tomorrow?</i></p>	<p>Review Structures: The progressive tenses The perfect tenses Future and Conditional perfect tenses Possessive adjectives and pronouns Interrogative words Hacer and Haber with weather expressions Hacer with expressions of time</p> <p>Communicate with strategies Converse Listen for the main idea Exchange ideas Investigate & present with newly acquired knowledge</p> <p>Cinema for discussion</p>	<p>T- Conversación y Repaso Read intro vocabulary.&dialogue pp82-84 Pp83-103 Practice oral and written exercises #4-6 thru 4-40</p> <p>Repaso p104 Review for assessment</p> <p>Pp104-110,#4-41thru4-52 Initiating and ending a conversation Using context to decipher unfamiliar words Un dilema familiar <i>El compadrazgo en Paraguay</i> (Optional)</p> <p>Text - Literatura y Arte <i>Mañana del sol/La mujer</i></p>	<p>Do now/exit questions and written responses</p> <p>www.cengagebrain.com for online Assessment/Brain teasers/Self-testing</p>
Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments

	Skills and Benchmarks (CPIs)		
<p>¿Qué es el <i>Cantar del Mio Cid</i>? What is the <i>Chant</i> Song of My Cid?</p> <p>¿Acepta Ud. El <i>nepotismo</i>? Do you accept <i>nepotism</i>?</p> <p>¿Se le <i>ha subido</i> el éxito a la cabeza? Has fame gone to his head?</p>	<p>Utilize techniques to initiate, maintain and end conversations</p> <p>Contrast and compare with the US</p> <p>Expand and explore</p>	<p>Text-Civilización y Cultura Vocabulary & Readings Pp51-57/Ques 4-3thru4-12 Choose any from the following: <i>Los lazos familiares</i> <i>La familia y la política</i> <i>La familia y la sociedad</i> <i>El significado de la familia</i> <i>Tensiones en la familia contemporánea</i></p> <p>Exercises pp58-59 <i>En Hollywood también hay gente normal, Entrevista con la madre de Antonio Banderas</i> p60 On screen/En pantalla: <i>Tres generaciones de una familia ecuatoriana</i></p>	<p>Observe Group work: Student questions leading to class discussion on various aspects of the following topic of family</p> <p>Monitor discussions</p>
<p>¿Cómo eran los periodos <i>azul, rosa y cubismo analítico</i>? What were the <i>Blue, Rose and Analytic Cubism</i> periods like?</p>	<p>View and comment on style of paintings</p> <p>Read and interpret Prose</p>	<p>Text - Literatura y Arte Pablo Picasso pp48-50 <i>Don Payasito</i>, Ana María Matute, pp44-46</p>	<p>Visual quiz</p>

Unit 5: Men and Women in Hispanic Society

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<p>¿Quizás venga mañana? Perhaps she may/might come tomorrow?</p> <p>¿Tal vez te veamos en el cine? Perhaps we may/might see you at the movies?</p>	<p>Present Structures: The Subjunctive Mood Some uses of the Subjunctive Commands Relative pronouns</p> <p>Communicate with strategies Converse Listening Exchange ideas</p> <p>Investigate & present with newly acquired knowledge</p> <p>Utilize techniques to initiate, maintain and end conversations</p>	<p>T-<u>Conversación y Repaso</u> Read intro voc. & dialogue p112-115 Pp115-126 Practice oral and written exercises #5-6 thru 5-26 Review for Assessment p127</p> <p>Pp128-134, #5-32 thru 5-41 Techniques for maintaining a conversation Paying attention to verb endings Los hombres y las mujeres <i>Aleida, una mujer</i> <i>colombiana</i></p> <p>Text-<u>Civilización y Cultura</u> Vocabulary & Readings Pp64-72/Ques #5-1 to 5-10 Choose any from the following: <i>Los nombres hispánicos</i></p>	<p>Do now/exit questions and written responses</p> <p>www.cengagebrain.com for online Assessment/Brain teasers/Self-testing</p> <p>Observe Group work: Student questions leading to class discussion on various aspects of the following topic of gender roles</p>
Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments

	(CP/Is)		
<p>¿Por qué no asistió Sor Juana a la Universidad? <i>Why didn't Sor Juana attend the University ?</i></p> <p>¿Lee Ud. mucha poesía? <i>Do you read much poetry?</i></p> <p>¿Cuáles son los estilos diferentes de Goya? <i>What are the different styles of Goya?</i></p> <p>¿Qué atributos busca Ud en una mujer o en un hombre? <i>What attributes do you look for in a woman or in a man?</i></p> <p>¿Por qué son importantes? <i>Why are they important?</i></p>	<p>Contrast and compare with the US</p> <p>Expand and explore On Screen</p> <p>View and comment on style of paintings</p> <p>Read and interpret Play</p> <p>Expand and explore</p> <p>Canción for discussion</p> <p>Cinema</p>	<p><i>La sociedad patriarcal</i> <i>Las mujeres en la literatura hispánica</i> <i>Las mujeres en la política</i></p> <p>Pp73-76, #5-11 thru 5-17 En pantalla, Ana y Manuel, p77-78, #5-18-5-21</p> <p>Text - <u>Literatura y Arte</u> Optional Remedios Varo, p67-69</p> <p>Preferable: Goya, pp80-82</p> <p><i>Optional: Mañana de sol</i>, Hermanos Quintero pp54-64</p> <p>P65-66 #5-8 to 5-12 and p70 #5-13 thru 5-13 Luis Miguel</p> <p><i>Mujeres al borde de un ataque de nervios, Spain 1998</i></p>	<p>Monitor discussions</p> <p>www.cengagebrain.com</p> <p>Visual recognition quiz</p> <p>www.cengagebrain.com</p>

Unit 6: The Hispanic in the US

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p><i>¿Fue escrita_ Cuándo era puertorriqueña por Esmeralda Santiago?</i> <i>Was When I was Puerto Rican written by Esmeralda Santiago?</i></p> <p><i>¿Prefieres éste u otro?</i> <i>Do you prefer this one or the other?</i></p> <p><i>¿Cuál es el español apropiado para Ud?</i> <i>Which is the appropriate Spanish for you?</i></p> <p><i>¿Cuáles son los objetivos de la reforma migratoria?</i> <i>What are the objectives of the migratory reform?</i></p>	<p>Review Structures: The Passive voice Substitutes for the passive voice Alternative conjunctions e and u</p>	<p>T-Conversación y Repaso Read intro voc.&dialogue pp252-3 (Unit 11) Pp255-262 Practice oral and written exercises #11-6 thru11-24 Repaso p266-267, #11-25-11-31</p> <p>Text-Civilización y Cultura Vocabulary &Readings (Unit 12) Pp180-188/Ques #12-1 to 12-10 Choose any from the following: <i>El orgullo del apellido hispano</i> <i>Importantes comunidades hispanas</i> <i>¿Qué español es mejor?</i> <i>La inmigración del Nuevo siglo</i></p>	<p>Do now/exit questions and written responses</p> <p>www.cengagebrain.com for online Assessment/Brain teasers/Self-testing</p> <p>Observe Group work: Student questions leading to class discussion on various aspects of the following topic of the Hispanic in the US Monitor discussions</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments

<p>¿Cuáles son las diferencias raciales de su abuelos? <i>What are the racial differences of his grandparents?</i></p> <p>¿Quiénes fueron los artistas cubanos y sus obras modernas? <i>Who were Cuban artists and their modern works?</i></p> <p>¿Quién fue el pintor de Surrealismo? <i>Who was the painter of Surrealism?</i></p> <p>¿Está Ud de acuerdo con la canción que es una cosa triste ser extranjero/a? Do you agree with the song that to be a foreigner is a sad thing?</p>	<p>(CPIs)</p> <p>Read and interpret poem</p> <p>View and comment on style of paintings</p> <p>Read and interpret Prose</p> <p>Read and interpret excerpt from novel</p> <p>View and comment on style of paintings</p> <p>Cinema</p> <p>Canción/Música</p>	<p>Text - Literatura y Arte</p> <p>Optional choices: <i>Balada de los dos abuelos,</i> Nicolas Guillen(Unit 11) <i>El arte moderno cubano,</i> p151-4 Salvador Dalí (preferable)</p> <p><i>Cuando era puertorriqueña,</i> Esmeralda Santiago,pp159-163 (Unit 12) El arte chicano,pp165-167</p> <p>Un día sin mexicanos, Sergio Arau, Mexico, 2004</p> <p>No me llames extranjero / Don't call me a foreigner, composer Rafael Amor</p>	<p>Monitor discussion</p> <p>Visual quiz</p> <p>www.cengagebrain.com</p>
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New Jersey Core Curriculum Content Standards

Academic Area

7.1 World Languages. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

<http://www.state.nj.us/education/cccs/standards/7/index>

7.1 World Languages

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

Proficiency Levels - All Strands

- Novice-Mid
- Novice-High
- Intermediate-Low
- Intermediate-Mid
- Intermediate-High
- Advanced-Low

NJ Scoring Rubric In Scoring, consider grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> • May lack opening and/or closing • Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> • Attempts to focus and/or closing • Attempts to focus 	<ul style="list-style-type: none"> • May lack opening and/or closing • Usually has single focus 	<ul style="list-style-type: none"> • Generally has opening and/or closing • Single focus 	<ul style="list-style-type: none"> • Opening and closing • Single focus • Sense of unity and coherence • Key ideas developed 	<ul style="list-style-type: none"> • Opening and closing • Single, distinct focus • Unified and coherent • Well-developed
Planning	<ul style="list-style-type: none"> • No planning evident; disorganized 	<ul style="list-style-type: none"> • Attempts organization • Few, if any, transitions between ideas 	<ul style="list-style-type: none"> • Some lapses or flaws in organization • May lack some transitions between ideas 	<ul style="list-style-type: none"> • Ideas loosely connected • Transition evident 	<ul style="list-style-type: none"> • Logical progression of ideas • Moderately fluent • Attempts compositional risks 	<ul style="list-style-type: none"> • Logical progression of ideas • Fluent, cohesive • Compositional risks successful
Detail	<ul style="list-style-type: none"> • Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> • Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> • Repetitious details • Several unelaborated details 	<ul style="list-style-type: none"> • Uneven development of details 	<ul style="list-style-type: none"> • Details appropriate and varied 	<ul style="list-style-type: none"> • Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> • No apparent control • Severe/numerous errors 	<ul style="list-style-type: none"> • Numerous errors 	<ul style="list-style-type: none"> • Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> • Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> • Excessive monotony/ same structure • Numerous errors 	<ul style="list-style-type: none"> • Little variety in syntax • Some errors 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 	<ul style="list-style-type: none"> • Numerous serious errors 	<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors