

**Manchester Regional High School**

# **SPANISH CURRICULUM**

## **Honors Spanish IV**

**Created: 2017**

MANCHESTER REGIONAL HIGH SCHOOL

FOREIGN LANGUAGE

HONORS SPANISH IV

REVISED & ADOPTED  
September 2017

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## **Table of Contents**

I. Course Description

II. Course Data

III. Assessments/Evaluations

IV. Alignment to Standards

A. NJ State World Language Standards

B. Workplace Readiness Standards (WRS)

V. Course Content

A. Oral Communications

1. General Objectives

2. Specific Objectives

3. Course Outline

B. Vocabulary Study

C. General Syntax

D. Cultural Enrichment

E. Literature Study

F. Career Study

G. Technology

VI. Student Proficiencies

A. Oral Communication

B. Vocabulary Skills

C. Written Expression

D. Listening Skills

E. Reading Skills

F. Cultural Enrichment

G. Map Skills

H. Literature

I. Technology

VII. Instructional Materials and Resources

VIII. Other

A. Teaching Strategies

**I. COURSE DESCRIPTION**

The purpose of Spanish Honors IV is to assist individuals in developing skills necessary for a lifetime of learning and for gaining an appreciation of the language, culture, arts, literature, geography and history of the Spanish speaking world. Spanish Honors IV is a one year course that is divided into the following areas: extensive vocabulary study, language syntax, aural/oral skills, cultural study, and literature study.

Vocabulary study, which is emphasized throughout the academic year, stresses both oral and written Spanish. Language syntax, which is also stressed throughout the course, is addressed through oral/written drills, translations, dialogues, paragraph/essay writing and library activities. Aural/oral skills are consistently developed through discussions, the use of audio-visual materials, directed dialogues, oral summaries, and selected readings.

**II. COURSE DATA**

Classification	Elective (Grade 11 & 12)
Prerequisite	Spanish Honors III
Length of Course:	Full Year
Periods per Week:	Five
Credits:	Five

**III. ASSESSMENTS/EVALUATIONS**

1. The purpose of evaluation is to assess student progress and to determine if the student has retained and comprehends the subject matter.
2. The following methods of student evaluation are utilized: homework, class participation, quizzes, tests, examinations, oral reports, written reports, and projects, power point activities, reading comprehension, auditory comprehension and dictations.
3. The following grading structure will be employed:
  - Tests .....40%
  - Quizzes .....30%
  - Class participation .....20%
  - Homework .....10%

Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

**IV. ALIGNMENT TO STANDARDS**

**A. World Languages (adopted April 2004)**

**STANDARD 7.1**

**Communication**

All students will be able to communicate in at least one world language in addition to English. They will use the language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

### **7.1 A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

- 1) Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- 2) Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions.
  - a) Persuading, negotiating, offering advice
- 3) Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.
- 4) Synthesize information from oral and written discourse dealing with a variety of topics.
  - a) Television and cinema presentations
  - b) Teen and adult social interactions
  - c) Trends in education and business
- 5) Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.
  - a) Grade level appropriate social studies topics and career education and consumer, family and life skills(e.g., drawing conclusions about political, economic and societal patterns in the target culture country through the use of technological data obtained using authentic sources in the target language)
- 6) Analyze and critique readings from authentic texts and/or from a variety of art genres.
  - a) Main ideas, theme and supportive details
  - b) Roles and significance of main characters
  - c) Use of figurative language (e.g., symbolism, connotation and denotation)
- 7) Analyze elements of the target language and comparable linguistic elements in English.
  - a) Influence of languages on each other
  - b) Syntax and morphology

### **7.1 B. Interpersonal Mode (direct spoken and written communication)**

1. Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
2. Interact in a variety of situations using culturally appropriate verbal and non-verbal communication strategies.
3. Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.
  - a. Grade level appropriate health topics (e.g., explaining and supporting an opinion on a societal issue such as violence or driving under the influence of controlled substances; participating in a panel or debate on a school-wide problem such as harassment due to gender or sexual orientation)
4. Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
  - a. Grade level appropriate career education and consumer, family and life skills activities (e.g., college and job interviews; transactions and negotiations: filling out a business form in the target culture, asking for telephone service to be connected, demonstrating the ability to seek and apply for a job, compromising with a parent over a weekend curfew)
  - b. Grade level appropriate health topics (e.g., social issues: dating, behavior at school and non-school events)
  - c. Grade level appropriate social studies topics (e.g., analysis of the economic, scientific and political factors that led to the age of European exploration and the commercial revolution)
5. Analyze and critique a variety of culturally authentic selections.
  - a. Reflection of target culture in text
  - b. Purpose, message and style of the author
  - c. Use of figurative language
  - d. Political or social impact and relevance to self
6. Use language in a variety of settings to further personal and/or career goals.

- a. Grade level appropriate career education and consumer, family, and life skills activities (e.g., participation in career exploration, competitive events in the target language, community service, or school-to-work projects that use the target language and knowledge of its culture)

**7.1C. Presentational Mode (spoken and written communication for an audience)**

- 1) Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.
  - a) Grade level appropriate health topics (e.g., problems and issues encountered in late adolescence)
  - b) Grade level appropriate language arts literacy topics (e.g., themes found in fiction and nonfiction such as hope, death, love, loyalty, honor, courage)
  - c) Grade level appropriate career education and consumer, family, and life skills activities (e.g., media presentation to “teach a class” about a specific topic related to other core content areas and/or the target culture)
- 2) Use language creatively in writing for a variety of purposes.
  - a) Grade level appropriate language arts literacy activities (e.g., writing a letter to the editor, an editorial or an op-ed piece in the target language for a newspaper or magazine; writing a research paper using target language sources)
- 3) Explain the structural elements and/or cultural perspectives of authentic selections.
  - a) Grade level appropriate language arts literacy activities (e.g., summary or retelling the selection with substantive description and detail; analysis of character, theme and setting and how it reflects the target culture)
- 4) Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.
  - a) Grade level appropriate social studies topics (e.g., attitudes and beliefs of the culture that influenced the development of its products or practices: esthetics, concept of time, sex roles,

rights and duties, etc.; how a particular product or practice of a culture compares with a similar product or practice in the U.S.)

- b) Grade level appropriate science topics (e.g., impact of the environment and natural resources on the development of the products and practices of the target culture)

**STANDARD 7.2**

**Culture**

All Students will demonstrate an understanding of the perspectives of a culture (s) through experience with its products and practices.

**7.2A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.
2. Compare and contrast how the target country (ies) and the U.S. deal with current environmental issues.
3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.
4. Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.

**7.2 B. Interpersonal Mode (direct spoken and written communication)**

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).
3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.
4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.

5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

**7.2 C. Presentational Mode (spoken and written communication for an audience)**

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.
2. Simulate activities characteristic of the transition between high school and the workplace/university in the target culture.



## **B. WORKPLACE READINESS STANDARDS (WRS)**

### **Standard 1 All students will develop career planning and workplace readiness skills.**

- 1.1 Demonstrate employability skills and work habits
- 1.2 Describe the importance of skills and attitudes
- 1.3 Identify career interests
- 1.4 Develop a career plan
- 1.5 Identify transferable skills

### **Standard 2 All students will use information, technology, and other tools.**

- 2.1 Understand technological systems
- 2.2 Select appropriate tools and technology
- 2.3 Access and use technology
- 2.4 Use databases
- 2.5 Access communication and information systems

### **Standard 3 All students will use critical thinking, decision-making, and problem-solving skills.**

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations
- 3.3 Formulate questions and hypotheses
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.6 Plan experiments
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information

### **Standard 4 All students will demonstrate self-management skills.**

- 4.1 Set short and long term goals.
- 4.2 Work cooperatively
- 4.3 Evaluate own actions and accomplishments
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism
- 4.6 Describe actions which demonstrate respect

### **Standard 5 All students will apply safety principles.**

- 5.1 Explain injury prevention
- 5.2 Develop and evaluate an injury prevention program
- 5.3 Demonstrate safe physical movement
- 5.4 Demonstrate safe use of equipment or tools
- 5.5 Identify and demonstrate use of safety and protective devices

- 1.6 Select a career major
- 1.7 Describe the importance of academic and occupational skills
- 1.8 Demonstrate occupational skills
- 1.9 Identify job openings
- 1.10 Prepare a resume and complete job applications
- 1.11 Demonstrate a successful job interview
- 1.12 Demonstrate consumer and other financial skills

- 2.6 Access information
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 2.9 Use technology to present designs and results of investigations
- 2.10 Discuss problems related to technology
- 3.9 Identify patterns
- 3.10 Monitor their own thinking
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 3.14 Evaluate solutions
- 3.15 Apply problem-solving skills to design projects

- 4.7 Describe roles people play
- 4.8 Demonstrate refusal skills
- 4.9 Use time efficiently
- 4.10 Apply study skills
- 4.11 Describe how ability, effort and achievement are interrelated

- 5.6 Identify common hazards
- 5.7 Identify and follow safety procedures
- 5.8 Discuss rules to promote safety and health
- 5.9 Describe and demonstrate basic first aid

## V. COURSE CONTENT

### A. Oral Communication

1. General Objectives
  - a. Enable the student to communicate in the major time frames to questions and statements.
  - b. Enable the student to initiate and sustain a conversation.
  - c. Enable the student to be understood by native speakers.
2. Specific Objectives
  - a. Enable the student to discuss selected topics.
  - b. Enable the student to use synonyms or paraphrase to compensate for lack of specific vocabulary.
  - c. Provide the student with a sense of personal satisfaction and enjoyment in their ability to communicate with people from other countries.

Core Content Standards: 7.1, 7.2

CPI (7.1): 1, 2, 3

CPI (7.2): 1, 2

### B. Vocabulary Study

1. General Objectives
  - a. Enable student to increase his/her active vocabulary.
  - b. Enable student to increase his/her passive vocabulary.
2. Specific Objectives
  - a. Enable student to define words.
  - b. Enable student to identify more complex parts of speech.
  - c. Enable student to recognize additional idiomatic expressions.
  - d. Enable student to recognize synonyms and antonyms.
3. Course Outline
  - a. Building of vocabulary through context clues.
  - b. Building of vocabulary related to selected dialogues, slides, and/or literary selections.
  - c. Building of vocabulary related to daily living, history, and literature.
  - d. Variations in usage of vocabulary.
  - e. Use of word cognates.

Core Content Standards: 7.1

CPI: 1, 2, 3

### C. General Syntax

1. General Objectives
  - a. Enable student to communicate his/her ideas through the written word.
  - b. Enable student to organize and to present ideas related to specific topics.

- c. Enable student to employ more advanced grammatical structures.
- 2. Specific Objectives
  - a. Enable student to correctly employ parts of speech, parts of sentences, and types of grammatical expressions.
  - b. Enable student to write a grammatically correct paragraph and essay.
- 3. Course Outline
  - a. Review of Verb Tenses of the Indicative Mode
    - 1. Present
    - 2. Preterit
    - 3. Imperfect
    - 4. Future
    - 5. Present Progressive
    - 6. Past Progressive
    - 7. Present Perfect
    - 8. Pluperfect
    - 9. Future Perfect
  - b. Review Sequence of tenses
  - c. Review of Imperative Mode
  - d. Review Conditional Mode
  - e. Review Verb Tenses of the Subjunctive Mode
  - f. Review of Nouns
    - 1. Common
    - 2. Proper
  - g. Review of Pronouns
    - 1. Direct object
    - 2. Indirect object
    - 3. Reflexive
    - 4. Double object
  - h. Review of Prepositions
  - i. Review of Adjectives
    - 1. Qualitative
    - 2. Quantitative
    - 3. Demonstrative
  - j. Review of Idioms
  - k. Preparation of Writing Assignments

Core Content Standards: 7.1, CPI: 1, 2, 3

D. Cultural Enrichment

1. General Objectives
  - a. Enable students to interact and communicate with others while gaining a greater understanding of and respect for the cultural perspectives, practices and products of the Hispanic world.
  - b. Enable students to gain familiarity with the history of Spain and Latin America.
  - c. To become more familiar with the arts and architecture of Spain and Latin America.
2. Specific Objectives
  - a. Provide student with a sense of personal satisfaction and enjoyment in their ability to communicate with people from other countries.
  - b. Enable students to continue becoming familiar with Spanish history and Latin America history.
  - c. Enable students to continue becoming familiar with the regions, cities, rivers, and mountains of Spain and Latin America.
  - d. Enable students to increase their appreciation for the arts and architecture of Spain and Latin America.
3. Course Content
  - a. Contemporary happenings in Hispanic World
  - b. Relations between the Hispanic world and the United States
  - c. Compare and contrast patters and values of the Hispanic culture with the American culture.
  - d. Identify some historical events and important people.
  - e. Identify outstanding achievements of the people in the Hispanic world in fine and performing arts, literature, music, science and politics.

Core Content Standards: 7.2

CPI: 1, 2

E. Literature Study

1. General Objectives  
The student will gain familiarity with representative selections.
2. Specific Objectives
  - a. The student will gain knowledge of vocabulary contained in selected readings.
  - b. The student will gain familiarity with selected authors.
  - c. The student will demonstrate knowledge of how the history and the culture of the Spanish people are reflected in their culture.
3. Selected Works in Spanish literature

Core Content Standards: 7.2

CPI: 1, 2

F. Career Study

1. General Objectives

The student will learn the value of Spanish in the business world.

2. Specific Objectives

a) Enable the student to accumulate selected career information.

b) Enable the student to become a multilingual resource for American and Hispanic businesses.

Core Content Standards: 7.2

WRS 1.3, 1.5, 1.7

G. Technology

1. Enable the student to use technology to enhance language acquisition.

2. Enable the student to use technology to acquire cultural information in order to gain a more accurate impression of the Hispanic world.

Core Content Standards: 7.2

## **VI. STUDENT PROFICIENCIES**

A. Oral Communication

1. The student can follow oral directions.

2. The student can improve oral vocabulary.

3. The student can respond in Spanish to appropriate questions.

4. The student can discuss selected topics.

5. The student can use synonyms or paraphrase to compensate for lack of specific vocabulary.

6. Students can initiate and sustain a conversation based on previously learned material.

7. Students can communicate in the major time frames and modes in response to questions and statements.

8. Students will be understood by native speakers under both controlled and non-controlled situations; repetition may be necessary.

Core Content Standards: 7.1, 7.2

CPI (7.1): 1, 2, 3

CPI (7.2): 1, 2

B. Vocabulary Skills

1. The student can recognize and can employ selected level 4 Spanish vocabulary.

2. The student can increase his/her vocabulary through the use of context clues.

Core Content Standards: 7.1, 7.2

CPI (7.1): 1, 2, 3

CPI (7.2): 1, 2

C. Written Expression

1. The student can correctly employ level 4 Spanish grammatical and syntactical structures in a logical sequence utilizing appropriate time frames.
2. The student can recognize and can employ the nominative and the objective cases.
3. The student can correct errors within a sentence or paragraph.
4. The student can write paragraphs and essays, descriptions, letters and narrations in Spanish.
5. The student can write a summary of a selected reading in Spanish.

Core Content Standards: 7.1

CPI: 1, 2, 3

D. Listening Skills

1. Students will demonstrate a comprehension of expanded conversations, messages, descriptions and narrations that may contain unfamiliar material.
2. Students will enhance comprehension by indicating understanding or by asking for clarification or repetition when needed.
3. Students will demonstrate a comprehension of phrases, idiomatic expressions and information produced for native speakers.
4. Students can sustain a conversation.

Core Content Standards: 7.1

CPI: 1, 2, 3

E. Reading Skills

1. Comprehension of texts on this level
2. Comprehension of material outside of classroom, i.e. posters, brochures, magazines and newspapers.
3. Expansion of reading skills through inference, word families, similar word roots and use of dictionary.

Core Content Standards: 7.2

CPI: 1, 2

F. Cultural Enrichment

1. Student will gain a greater understanding of and respect for the cultural perspectives, practices and products of the Hispanic world.
2. Students will gain more familiarity with the history of Spain and Latin America.
3. Students will gain more familiarity with the arts and architecture of Spain and Latin America.
4. Students will gain a sense of personal satisfaction and enjoyment in their ability to communicate with people from other countries.
5. Students will become familiar with a brief synopsis of Spanish history and Latin America history.
6. Students will become familiar with the regions, cities, rivers, and mountains of Spain and Latin America.
7. Students will gain appreciation for the arts and architecture of Spain and Latin America.

Core Content Standards: 7.2

CPI's: 1, 2

G. Map Skills

The student can demonstrate knowledge of the historical geography of Spain and Latin America.

Core Content Standards: 7.2

CPI: 1, 2

H. Literature

1. The student will gain familiarity with representative selections in Spanish and Latin American literature.
2. The student will gain familiarity with selected authors such as Jorge Luis Borges.

Core Content Standards: 7.2

CPI: 1, 2

I. Technology

1. The student will use technology such as computers and the internet to enhance their learning experience.

Core Content Standards: 7.2

**VII. INSTRUCTIONAL MATERIALS AND RESOURCES**

1. Texts

Humbach, Nancy, Velasco, Sylvia Madrigal. ¡Exprésate! 3. New York: Holt, Rinehart and Winston, 2006.

Humbach, Nancy, Velasco, Sylvia Madrigal. ¡Exprésate! 3 Cuaderno de actividades. New York: Holt, Rinehart and Winston, 2006.

Humbach, Nancy, Velasco, Sylvia Madrigal. ¡Exprésate! 3 Cuaderno de vocabulario. New York: Holt, Rinehart and Winston, 2006.

2. Other Resources

¡Exprésate! 3 Audio and Compact Discs

Music

Videotapes on Spanish/Hispanic culture and history

Internet Sites

**VIII. OTHER**

A. Teaching Strategies

Varied teaching strategies are utilized to achieve both general and specific course objectives. These include, but are not limited to:

1. Direct Instruction
2. Discussion based learning
3. Project based learning
4. Guided research
5. Readings
6. Audio/Visual presentations
7. Drills
8. Translations
9. Field Trips

Course: Spanish IV  
 Topic: Vacation

Theme: Traveling  
 Title: ¡Adiós al verano!

Quarter: 1

Time: 4 weeks

NJCCC Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 410

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Talking about the past</li> <li>• Saying what you liked and used to do</li> <li>• Asking and giving advice</li> <li>• Asking about the future</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Review of present tense, regular and irregular verbs, stem changing verbs</li> <li>• Review of preterite of regular and irregular verbs</li> <li>• <b>Ser</b> and <b>estar</b></li> <li>• <b>Saber</b> and <b>conocer</b></li> <li>• Preterite and imperfect</li> <li>• Subjunctive mood</li> <li>• Pronouns</li> <li>• Comparisons, demonstrative adjectives and demonstrative pronouns</li> <li>• Negative words and time constructions</li> <li>• Weather</li> <li>• Vacation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Geography of Castilla-La Mancha</li> <li>• Culture and folklore of Castilla-La Mancha</li> <li>• Food of Spain</li> <li>• Languages in Spain</li> <li>• <b>Comparisons:</b> Summer trips</li> <li>• <b>Business:</b> Spanish speaking tourists in the U.S.</li> <li>• <b>Fine Art:</b> El Greco</li> </ul> <p><b>NJCCC standards</b>          6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</p>	<ul style="list-style-type: none"> <li>• Video strategy: Analyzing the opening</li> <li>• Reading Strategy: Determining the point of view</li> <li>• Reading literature: Ana Maria Matute, Jorge Luis Borges</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> <li>• Vacation scrapbook</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on verbs</li> <li>• Quiz on present, preterite, subjunctive</li> <li>• Quiz on</li> <li>• Quiz on</li> <li>• <b>Writing assessment:</b> Write an essay about your favorite vacation. Create a travel brochure</li> <li>• <b>Oral assessment:</b> Talk about places students have visited, places they want to visit.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 1</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – <a href="http://www.Go.hr.com">www. Go.hr.com</a></li> </ul>



Course: Spanish IV

Theme: Pastimes

Topic: Hobbies and sports

Title: ¡A pasarlo bien!

Quarter: 1

Time: 4 weeks

NJCCC Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Expressing interest and displeasure</li> <li>• Inviting someone to do something and responding</li> <li>• Describing the ideal friend</li> <li>• Talking about relationships and friendships</li> <li>• Expressing happiness and unhappiness</li> </ul>	<ul style="list-style-type: none"> <li>• Imperfect</li> <li>• Ir a + infinitive in the imperfect</li> <li>• Nosotros commands</li> <li>• Object pronouns</li> <li>• Subjunctive with the unknown/nonexistent</li> <li>• Subjunctive with expression of feelings</li> <li>• Past time</li> <li>• Sports</li> <li>• Adjectives to describe friends</li> </ul>	<ul style="list-style-type: none"> <li>• Hiking in Spain</li> <li>• <b>El jai-alai</b></li> <li>• Don Quijote</li> <li>• Food of Spain</li> <li>• <b>Comparisons</b> Friendships</li> <li>• <b>Business:</b> television programming in Spanish</li> <li>• <b>Fine Art:</b> Picasso</li> </ul> <p><b>NJCCC standards</b> 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</p>	<ul style="list-style-type: none"> <li>• Video strategy: looking for personality traits</li> <li>• Reading Strategy: Looking for the main idea</li> <li>• Writing Strategy: Writing an outline</li> <li>• Reading literature: Sabine Ulibarri</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on verbs</li> <li>• Quiz on imperfect</li> <li>• Quiz on object pronouns</li> <li>• Quiz on subjunctive</li> <li>• <b>Writing assessment:</b> Write an essay about friendship</li> <li>• <b>Oral assessment:</b> Talk about the ideal friend.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 2</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – <a href="http://www.Go.hrw.com">www. Go.hrw.com</a></li> </ul>

Course: Spanish IV

Theme: Problem Solving

Topic: Complaints and Opinions

Title: Todo tiene solución

Quarter: 1-2

Time: 4 weeks

Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Expressing an opinion and disagreement</li> <li>• Complaining</li> <li>• Making suggestions</li> <li>• Apologizing</li> </ul>	<ul style="list-style-type: none"> <li>• Verb + infinitive</li> <li>• Subjunctive with will or wish</li> <li>• Subjunctive with negation or denial</li> <li>• Future tense</li> <li>• Conditional</li> <li>• Vocabulary for attitudes and opinions</li> <li>• School courses</li> </ul>	<ul style="list-style-type: none"> <li>• Schools in Puerto Rico</li> <li>• Schools in Cuba</li> <li>• Telenovelas in Latin America</li> <li>• Music</li> <li>• Los Tainos</li> <li>• <b><u>Comparisons:</u></b> Family conflicts</li> <li>• <b><u>Business</u></b> Spanish in American Universities.</li> <li>• <b><u>Fine Art:</u></b> Frida Kahlo <ul style="list-style-type: none"> <li>• NJCCC standards 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Video strategy: Making deductions</li> <li>• Reading Strategy: Paraphrasing</li> <li>• Writing Strategy: Summarizing</li> <li>• Reading literature: Augusto Monterroso</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on verb + infinitive</li> <li>• Quiz on subjunctive with negation</li> <li>• Quiz on future tense</li> <li>• Quiz on Conditional</li> <li>• <b><u>Writing assessment:</u></b> Write an essay about prejudice</li> <li>• <b><u>Oral assessment:</u></b> Talk about attitudes towards different issues.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 3</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – www. Go.hrw.com</li> </ul>

Course: Spanish IV

Theme: Family

Topic: Family Relationships

Title: Entre Familia

Quarter: 2

Time: 4 weeks

NJCCC Standards 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Asking about and responding to the latest news</li> <li>• Reacting to news</li> <li>• Commenting on food</li> <li>• Explaining and giving excuses</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Present progressive</li> <li>• Present perfect indicative</li> <li>• Present perfect subjunctive</li> <li>• Family members and relationships</li> <li>• Family events</li> <li>• Food</li> </ul>	<ul style="list-style-type: none"> <li>• Caribbean family ties</li> <li>• Weddings in Latin America</li> <li>• Caribbean dishes</li> <li>• <b><u>Comparisons:</u></b> Keeping in touch with relatives</li> <li>• <b><u>Business:</u></b> Imported food in the U.S.</li> <li>• <b><u>Fine Art:</u></b> Julio Marcano</li> <li>• <b>NJCCC standards</b> 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</li> </ul>	<ul style="list-style-type: none"> <li>• Video strategy: Connecting the dots</li> <li>• Reading Strategy: Using context</li> <li>• Writing Strategy: Using rhyme in poetry</li> <li>• Reading literature: Nicolás Guillén</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on present progressive</li> <li>• Quiz on present perfect</li> <li>• Quiz on present perfect of subjunctive</li> <li>• <b><u>Writing assessment:</u></b> Write an essay about your favorite food</li> <li>• <b><u>Oral assessment:</u></b> Talk about family issues.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 4</li> <li>• Audio CD</li> <li>• Transparencias</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – www. Go.hrw.com</li> </ul>

Course: Spanish IV  
 Topic: The Arts

Theme: Art and Music  
 Title: El arte y la música

Quarter: 2

Time: 4 weeks

NJCCC Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Asking for and giving opinions</li> <li>• Introducing and changing a topic of conversation</li> <li>• Making suggestions and recommendations</li> <li>• Inviting someone to do something</li> <li>• Turning down an invitation</li> </ul>	<ul style="list-style-type: none"> <li>• Comparatives of equality and superlatives</li> <li>• Passive se and impersonal se</li> <li>• Passive voice with ser</li> <li>• Subjunctive with hopes and wishes</li> <li>• Past perfect</li> <li>• Art and architecture</li> <li>• Adjectives to describe art</li> <li>• Music and dramatic art</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish influence in Mexican architecture</li> <li>• Hispanic art in the US</li> <li>• <b><u>Comparisons:</u></b> Art and architecture in Mexico and Costa Rica</li> <li>• <b><u>Business:</u></b> Spanish Music Industry</li> <li>• <b><u>Fine Art:</u></b> Diego Rivera</li> <li>• <b>NJCCC standards</b> 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</li> </ul>	<ul style="list-style-type: none"> <li>• Video strategy: Getting confirmation</li> <li>• Reading Strategy: Drawing inferences</li> <li>• Writing Strategy: Writing with a plan</li> <li>• Reading literature: Luis Palés Matos</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on passive voice</li> <li>• Quiz on subjunctive</li> <li>• Quiz on past perfect</li> <li>• <b><u>Writing assessment:</u></b> Write an essay in response to a work of art Write a song or a poem</li> <li>• <b><u>Oral assessment:</u></b> Talk about inviting others to events.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 5</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – <a href="http://www.Go.hrw.com">www. Go.hrw.com</a></li> </ul>

Course: Spanish IV  
 Topic: Communications

Theme: Media  
 Title: ¡Ponte al día!

Quarter: 3

Time: 4 weeks

NJCCC Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Expressing certainty</li> <li>• Expressing doubt and disbelief</li> <li>• Asking about information and explaining where you found it</li> <li>• Talking about what you know and don't know</li> </ul>	<ul style="list-style-type: none"> <li>• Indicative after expressions of certainty</li> <li>• Subjunctive after expressions of doubt and disbelief</li> <li>• Uses of haber</li> <li>• Indefinite expressions</li> <li>• Gender of nouns</li> <li>• Indicative in compound sentences</li> <li>• Print media terms</li> <li>• Electronic media terms</li> <li>• Adjectives to describe media</li> </ul>	<ul style="list-style-type: none"> <li>• Programs in Spanish</li> <li>• Latin American news</li> <li>• Latin American game shows</li> <li>• <b>Comparisons:</b> Means of communication</li> <li>• <b>Business:</b> Spanish show business</li> <li>• <b>Fine Art:</b> Códice Mendoza</li> <li>• <b>NJCCC standards</b> 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</li> </ul>	<ul style="list-style-type: none"> <li>• Video strategy: Analyzing viewpoints</li> <li>• Reading Strategy: Determining chronological order</li> <li>• Writing Strategy: putting events in order</li> <li>• Reading literature:</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on Indicative</li> <li>• Quiz on Subjunctive</li> <li>• Quiz on Haber</li> <li>• Quiz on indefinite expressions</li> <li>• <b>Writing assessment:</b> Write a story</li> <li>• <b>Oral assessment:</b> Talk about the media and television.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 6</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – <a href="http://www.Go.hr.com">www. Go.hr.com</a></li> </ul>

Course: Spanish IV

Theme: The Future

Topic: Aspirations and dreams

Title: Mis Aspiraciones

Quarter: 3

Time: 4 weeks

NJCCC Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Talking about challenges</li> <li>• Talking about accomplishments</li> <li>• Talking about future plans</li> <li>• Expressing cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Preterit and imperfect of dative verbs</li> <li>• Grammatical reflexives</li> <li>• Lo and lo que</li> <li>• Subjunctive after adverbial conjunctions</li> <li>• Subjunctive with future actions</li> <li>• Indicative with habitual past or actions</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous words</li> <li>• Andean people and artifacts</li> <li>• Incan roads</li> <li>• <b>Comparisons:</b> Future plans</li> <li>• <b>Business:</b> Hispanics in the U.S.</li> <li>• <b>Fine Art:</b> Benito Huillcahuaman</li> <li>• <b>NJCCC standards</b> 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</li> </ul>	<ul style="list-style-type: none"> <li>• Video strategy: Separating the essentials from the nonessentials</li> <li>• Reading Strategy: making inferences</li> <li>• Writing Strategy: leading readers to make inferences</li> <li>• Reading literature: Pablo Neruda</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on Imperfect</li> <li>• Quiz on Reflexives</li> <li>• Quiz on Subjunctive</li> <li>• <b>Writing assessment:</b> Write an essay about your heritage Write an essay about your future plans</li> <li>• <b>Oral assessment:</b> Talk about your future.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 7</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – <a href="http://www.Go.hrw.com">www. Go.hrw.com</a></li> </ul>

Course: Spanish IV

Theme: Business

Topic: Jobs and Professions

Title: ¿A qué dedicas?

Quarter: 3-4

Time: 4 weeks

NJCCC Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Saying what you can and cannot do</li> <li>• Talking about what you do and do not understand</li> <li>• Talking about your plans</li> <li>• Writing a formal letter</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs with indirect object pronouns</li> <li>• Verbs that express to become</li> <li>• Uses of se</li> <li>• Conditional past subjunctive with hypothetical statements</li> <li>• Past subjunctive</li> <li>• Job and businesses</li> <li>• Technology</li> <li>• Volunteering</li> <li>• Profession and workplace terms</li> </ul>	<ul style="list-style-type: none"> <li>• Business hours</li> <li>• Country of Peru</li> <li>• <b>Comparisons:</b> Using technology</li> <li>• <b>Business:</b> Hispanics in the business world</li> <li>• <b>Fine Art:</b> A.S. Forrest</li> </ul> <p><b>NJCCC standards</b> 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</p>	<ul style="list-style-type: none"> <li>• Video strategy: Evaluating choices</li> <li>• Reading Strategy: determining the author’s purpose</li> <li>• Writing Strategy: Using dialogue</li> <li>• Reading literature: Francisco Jiménez</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on verbs with pronouns</li> <li>• Quiz on uses of ser</li> <li>• Quiz on conditional</li> <li>• <b>Writing assessment:</b> Write an essay about ideal jobs</li> <li>• <b>Oral assessment:</b> Talk about future plans.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 8</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – www. Go.hrw.com</li> </ul>

Course: Spanish IV

Theme: Folklore

Topic: Legends & Folktales

Title: Huellas del pasado

Quarter: 4

Time: 4 weeks

NJCCC Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Setting the scene for a story</li> <li>• Talking about your hopes and wishes</li> <li>• Expressing regret and gratitude</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Preterit and Imperfect in storytelling</li> <li>• Uses of Preterit and Imperfect</li> <li>• Por and para</li> <li>• Uses of Subjunctive</li> <li>• Sequence of tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous people in Argentina</li> <li>• Iguazú National Park</li> <li>• Chilean political history</li> <li>• Spanish explorers and US place names</li> <li>• <b><u>Comparisons:</u></b> legends</li> <li>• <b><u>Fine Art:</u></b> Juan Manuel Blanes</li> </ul> <p><b>NJCCC standards</b> 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.3</p>	<ul style="list-style-type: none"> <li>• Video strategy: Predicting</li> <li>• Reading Strategy: determine an idea</li> <li>• Writing Strategy: Using detailed descriptions</li> <li>• Reading literature: informative literature about Chile and Argentina</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on preterit and imperfect</li> <li>• Quiz on uses of subjunctive</li> <li>• Quiz on sequence of tenses</li> <li>• <b><u>Writing assessment:</u></b> Write your own folktale</li> <li>• <b><u>Oral assessment:</u></b> Discuss legends.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 9</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – <a href="http://www.Go.hrw.com">www. Go.hrw.com</a></li> </ul>



Course: Spanish IV

Theme: The Environment

Topic: The World around us

Title: En el mundo en que vivimos

Quarter: 4

Time: 4 weeks

NJCCC Standards: 7.1A.1, 7.1A.2, 7.1A.5, 7.1B.1, 7.1B.2, 7.2A.1, 7.2A.4, 7.2C.1, 8.1A.1, 8.1A.5, 8.1B6

Technology Standards: 8.1A.1, 8.1A.5, 8.1B6

WRS: 1.4, 1.9, 2.3, 3.5, 3.11, 4.2, 4.10

SKILLS & HABITS	CONTENT	CULTURE	STRATEGIES & ACTIVITIES	ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> <li>• Talking about past events</li> <li>• Expressing and supporting the point of view</li> <li>• Making predictions</li> <li>• Giving warning</li> <li>• Expressing assumptions</li> </ul>	<ul style="list-style-type: none"> <li>• Present and past progressive</li> <li>• Haber</li> <li>• Expressions of time</li> <li>• Future tense</li> <li>• Subjunctive with doubt, denial, and feeling</li> <li>• Subjunctive and indicative with adverbial clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Argentina’s economy</li> <li>• Buenos Aires</li> <li>• Natural Disasters in Chile</li> <li>• Natural Resources in Argentina</li> <li>• Environmental issues in Argentina</li> <li>• <b><u>Comparisons:</u></b> Experiencing historical events</li> <li>• <b><u>Business:</u></b> Chile’s business relationship with the U.S.</li> <li>• <b><u>Fine Art:</u></b> Patricia Figueroa</li> </ul> <p><b>NJCCC standards</b> 6.1A.1, 6.2E.9, 6.2E.11, 6.6B.1, 6.6D.1, 6.6D.2</p>	<ul style="list-style-type: none"> <li>• Video strategy: Tying together all the events</li> <li>• Reading Strategy: Understanding figures of speech in dialect</li> <li>• Writing Strategy: using rhetorical devices</li> <li>• Reading literature: José Hernandez</li> <li>• Presentations</li> <li>• Skits</li> <li>• Textbook Activities</li> <li>• Workbook Activities</li> <li>• Teacher generated worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on present and past progressive</li> <li>• Quiz on future tense</li> <li>• Quiz on haber</li> <li>• <b><u>Writing assessment:</u></b> Discuss an environmental issue</li> <li>• <b><u>Oral assessment:</u></b> Talk about the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Exprésate! Level 3, Chapter 10</li> <li>• Audio CD</li> <li>• Transparencies</li> <li>• Video</li> <li>• Computer research on popular vacation spots</li> <li>• Cuaderno de vocabulario</li> <li>• Cuaderno de actividades</li> <li>• Internet website – <a href="http://www.Go.hr.com">www. Go.hr.com</a></li> </ul>