

**Cliffside Park High School**  
**Spanish IV Native/Honors Curriculum**  
**August 2018**

**Unit 1**

**Subject: Spanish IV Native/Honors**  
**Grade: 11-12**

**Enduring Understandings**

- Aesthetics is driven by cultural beliefs, values and practices and varies significantly based on historical, societal and cultural norms.
- An understanding of the historical context in which a work is created provides a deeper understanding of the interconnected relationship between the artist and his/her political, societal and cultural environments.
- The definition of “beauty” is linked to cultural and societal norms.

**Essential Questions**

- What influences our personal definition of art?
- How does time and place socially, politically and culturally influence a print?
- How does a society or a culture define beauty?

**Standards**

**The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.**

**Interpretive:**

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 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 a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

**Interpersonal:**

- 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.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 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.

**Presentational:**

- 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.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 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.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 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.

**21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

**Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.  
8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.  
8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

### **Assessments**

- Define beauty in their own words by creating a cloud.
- Compare and contrast definitions of beauty with a partner.
- Debate the definition of beauty and explain how beauty cannot be universally defined.
- Debate what cultural factors influence social pressure to be attractive in our society.
- Explain how the concept of beauty has evolved throughout the years.
- Interpret the song Bella by Manuel Mijares and the author's point of view of beauty by illustrating it.
- Analyze the poem Mientras por competir con tu cabello.
- Rewrite the poem by using synonyms of the new vocabulary words.
- Identify from samples acceptable compositions
- Identify vocabulary of literature
- Determine the definition of a Spanish Romance
- Speak and write about Medieval Spanish poetry
- Take notes in the target language
- Contribute to discussion
- Read unabridged texts

### **Formative Assessments:**

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: Cultural film of Spain

### **Summative Assessments:**

- Writing Assessment

- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

**Benchmark Assessments:**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Materials**

- VOCES digital--Advanced level
- Español Santillana High School 4
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

**Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Write a narration keeping the theme of the poem.</li> <li>● Discuss how clothing affects the perception of someone's identity.</li> <li>● Explain why cultural factors</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the role of literature in our daily life.</li> <li>● Justify whether they agree or disagree that reading a good work of literature promotes certain values in human beings and how the benefits are</li> </ul>	<ul style="list-style-type: none"> <li>● Write a letter to a famous painter asking to create a painting and explaining in detail what needs to be depicted as a true representation of the owner's feelings.</li> <li>● Identify and define the words provided which are appropriate for describing Botero's works.</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative</li> </ul>

<p>mark fashion code.</p> <ul style="list-style-type: none"> <li>● Debate how fashion reflects and challenges cultural codes in a society.</li> <li>● Assess Hispanic fashion designers' impact on the fashion industry.</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<p>reflected in our society.</p> <ul style="list-style-type: none"> <li>● Evaluate why some cultural perceptions of beauty and innovation are unique to that culture.</li> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the</li> </ul>	<p>assessments in lieu of assessments that non-IEP/504 students are taking)</p> <ul style="list-style-type: none"> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	<p>understanding of vocabulary within the unit</p> <ul style="list-style-type: none"> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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## **Unit 2**

**Subject: Spanish IV Native/Honors**  
**Grade: 11-12**

### **Enduring Understandings**

- Traditions and habits influence our daily lives.
- Political, economic, and social factors lead individuals and groups to leave their native lands and seek stability, security and protection.
- Motivation is the internal state of a person that activates behavior and directs it toward a goal.

### **Essential Questions**

- How does where we live impact how we live?
- Why would individuals and/or groups be pushed from their country and/or drawn to another?
- How does an individual's point of view affect the way they deal with conflict and change?

### **Standards**

**The Intermediate-Mid language learner understands and communicates at the sentence**

**level and can use strings of sentences independently.**

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**Presentational:**

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own culture as evidenced through their cultural products and cultural practices.

### **21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

### **Technology**

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Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

### **Assessments**

- Describe traditional behavior between parents and children.
- Discuss parents' responsibilities and obligations
- Discuss different factors that influence the lives of today's youth.
- Discuss advantages and disadvantages of living in a small versus a large town.
- Compare the morals of the parents in the stories "El hijo," by Quiroga, "No oyes ladrar los perros," by Rulfo, and "Mi caballo mago" by Ulibarri.
- Discuss what the parents in these stories expect from their children, how they support them and their morals.
- Take notes in the target language
- Contribute to discussion
- Read unabridged texts for comprehension and analysis
- Use vocabulary of literature
- Discuss characters, symbols, and themes

- Write reaction compositions
- Complete a character study
- Create a review sheet for each work read
- Understand the elements of a picaresque novel and the historical importance

**Formative Assessments:**

- Comprehension & Preterite tense activities in e-book/workbook
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**Summative Assessments:**

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<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
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<ul style="list-style-type: none"> <li>● Define what constitutes a family in different societies.</li> <li>● Explain the changes that the family structure has endured in the last decade.</li> <li>● Analyze the challenges that the changes in the family structure represents to society.</li> <li>● Discuss how people contribute to the well-being of a community</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the differences in the roles that communities and families have in different societies in the world.</li> <li>● Examine different reasons to immigrate and express their personal feelings.</li> <li>● Explain the benefits of those who participate in educational communities.</li> <li>● Describe how educational communities make an impact on the improvement of those communities.</li> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in</li> </ul>	<ul style="list-style-type: none"> <li>● Cite characteristics of a global citizen and their contribution to society.</li> <li>● Describe pictures and narrate a story using vocabulary provided.</li> <li>● Scrutinize the reasons people decide to move to another country.</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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<p>level terms within the unit of study</p>	<p>appropriate modifications and accommodations for all assessments</p> <ul style="list-style-type: none"> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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**Unit 3**

**Subject: Spanish IV Native/Honors**  
**Grade: 11-12**

- Enduring Understandings**
- A person’s integrity is defined and tested by his/her actions and decisions.
  - Attitude towards life defines your motivation on what you plan to do or choose who you

want to be.

- People respond to crisis situations in a variety of ways that reveal much about their personality.

### **Essential Questions**

- How do we know how to make good decisions?
- How far is one willing to go in order to survive? What risks would you take?
- How does conflict influence an individual's decisions and actions?

### **Standards**

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**21st Century**

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**Concepts and Skills**

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Unit 7--Going Green

### **Assessments**

- Explain main components to building up a good self-esteem.
- Discuss the impact that friends' and relatives' opinions have on their self-esteem and self-image.
- Share characteristics that define people who overcome obstacles to develop a productive life.
- Write a psychological profile of a character from a movie, emphasizing all the events from the movie that contribute to shape his/her personality.
- Talk about how family, school and work contribute to someone's self-esteem.

### **Formative Assessments:**

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: Cultural film of Spain

### **Summative Assessments:**

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

### **Benchmark Assessments:**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

### **Materials**

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### **Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
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<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Recognize the contributions of multiple factors in a person’s identity.</li> <li>● Hypothesize on the theme of the play from the title, Historia del hombre que se convirtió en perro.</li> <li>● Explain different ways that a person is being dehumanized in today’s society.</li> <li>● Discuss what it means to be a conformist in a given situation by giving personal examples when possible (school, home, job, sports, etc.).</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers</li> </ul>	<ul style="list-style-type: none"> <li>● Elaborate a chart with the pros and cons of being a conformist in today’s society and present it to the class.</li> <li>● Show understanding of the reading by justifying answers with direct quotes from the stories.</li> <li>● Cite passages in the play justifying how the character evolved throughout the stories.</li> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss evidence of social criticism, and human suffering throughout the stories.</li> <li>● Debate the pros and cons of having a job or a career.</li> <li>● Analyze unemployment statistics and the issues that unemployment leads to</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

<p>during this time period</p> <ul style="list-style-type: none"> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<p>appropriate modifications and accommodations for all assessments</p> <ul style="list-style-type: none"> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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**Unit 4**

**Subject: Spanish IV Native/Honors**  
**Grade: 11-12**

**Enduring Understandings**

- Culture and traditions shape the minds of people.
- Machismo has a very strong presence in everyday life in the Hispanic culture.
- Feminists have played an extremely important role in the history of women fighting for their rights and equality.

### **Essential Questions**

- How are our ideas of gender shaped?
- How do society's concepts of gender roles affect our self concepts?
- What has been the impact of women's contributions to our society?

### **Standards**

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#### **Interpretive:**

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- 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.
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**21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

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8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

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**Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

**Assessments**

- Report to the class the causes and effects of illiteracy in Spanish speaking countries.
- Write letters to government officials in Spanish-speaking countries on how to abolish illiteracy.
- Compare and contrast messages on presidential campaign speeches by using a Venn-diagram and report findings to the class.
- Discuss three important topics that should be discussed in a presidential campaign speech and share with the class defending their statements.
- Understand gender stereotyping.
- Define sex and gender.
- Take notes in the target language
- Contribute to discussion
- Read the unabridged text and discuss the work on various levels
- Discuss with accuracy the age of Spanish conquest and exploration
- Make judgments based on the literature
- Answer questions in the target language about various topics orally and in writing
- Write increasingly improved compositions on the literature
- Discuss themes

**Formative Assessments:**

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: Cultural film of Spain

**Summative Assessments:**

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

**Benchmark Assessments:**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Materials**

- VOCES digital--Advanced level
- Español Santillana High School 4
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- Newsela
- Vocabulary.com
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**Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments

- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Discuss changes needed in order for women to be considered equal to men in society.</li> <li>• Research Isabel Allende's life, works and styles, and report to the class.</li> <li>• Express their feelings about the roles of men and women in society.</li> <li>• Discuss personal views about el Coronel's personality traits and give advice on different matters justifying comments with information from the reading, Dos Palabras.</li> <li>• Amplify learning by providing more challenging texts</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the struggle for women's equality.</li> <li>• Talk about accomplishments of the modern day women's movement</li> <li>• Write a persuasive letter to the manager of a company, who insists that women should not get promoted to an executive position, with the purpose of getting that position.</li> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help</li> </ul>	<ul style="list-style-type: none"> <li>• Write original poems using metaphors, hyperbaton, and antithesis</li> <li>• Explain the common qualities that heroes have</li> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

<ul style="list-style-type: none"> <li>• Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<p>student with language difficulties</p> <ul style="list-style-type: none"> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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**Unit 5**

**Subject: Spanish IV Native/Honors**  
**Grade: 11-12**

### **Enduring Understandings**

- Legends passed on from generation to generation orally until someone wrote them down.
- Legends are born from the experience of people in a given culture as a result of the influences they have had as well as the events that have shaped their history.
- A country that has been colonized by another country often reflects traits of the conquering country.

### **Essential Questions**

- In what way are legends or fables alive in contemporary culture?
- How are legends created, and what makes an historical event or time period relevant for the future?
- What consequences does a country have to endure when conquered by another country?

### **Standards**

**The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.**

#### **Interpretive:**

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 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 a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

#### **Interpersonal:**

- 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.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 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.

**Presentational:**

- 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.
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### **Assessments**

- Connect the birth of legends as a result of the invasion of the new world.
- Describe the Inti Raymi celebration and its importance to the Inca Empire.
- Search and explain the history of Cusco.
- Write a report on what the government, citizens, tourists, etcetera can do in order to protect this historical place.
- Research and create a presentation about the contributions made by the Incas.
- Take notes in the target language
- Contribute to discussion
- Read unabridged texts with comprehension on various levels
- Write increasingly improved compositions on the literature
- Discuss themes
- Make judgments
- Explain myth and the influence in literature

### **Formative Assessments:**

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
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<ul style="list-style-type: none"> <li>● Debate about Francisco Pizarro’s arrival to the Americas and the Incas civilization.</li> <li>● Search and explain the history of Toledo by tracing historical places on a map and why it is known as the city of the three cultures.</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast the Tajo and the Mississippi rivers.</li> <li>● Prepare a report about the importance of the Alcázar and share it with the class.</li> <li>● Discuss other cities that may have had multicultural influences like Toledo and the positive and negative aspects of it.</li> <li>● Allow for peer to peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Expand their vocabulary by writing words from the same family.</li> <li>● Compare Las fallas de Valencia with another festivity in other country.</li> <li>● Write a proposal including the rationale for possible celebrations to be incorporated into the calendar.</li> <li>● Generate a list of ancient cultures that might have been studied in other classes</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will</li> </ul>

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