

Honors Spanish IV Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Honors Spanish IV Curriculum	
Content Area: Spanish	
Course Title: Honors Spanish IV	Grade level: 11-12
Unit 1: La identidad (Identity)	Dates for Units Week 1-2
Unit 2: La geografía y la civilización de España (Geography and Spanish Civilization)	Dates for Units 2-4
Unit 3: El mundo de habla hispana (The Spanish-Speaking World)	Dates for Units: 5-6
Unit 4: Las reparaciones	Dates for Units: Weeks 8-10
Unit 5: Marianela	Dates for Units: Weeks 11-13
Unit 6: Latin American Short Stories	Dates for Units: 7, 15-16, 20
Unit 7: El trabajo voluntario (Volunteer Work)	Dates for Units: Weeks 17-19
Unit 8: El futuro nos espera (The Future is Waiting for Us)	Dates for Units: Weeks 21-22
Unit 9: El hogar (Home)	Dates for Units: 23-31, 35-36

Unit 10: Como agua para chocolate (Like Water for Chocolate)	Dates for Units: Weeks 32-34 & 37-38
Updated: September 2021	Board Approved: October 28, 2021

Lower Cape May Regional School District Honors Spanish IV Curriculum Unit 1 Overview	
Content Area: Spanish	
Unit Title: La identidad (Identity)	
Target Course/Grade Level: Honors Spanish IV/11-12 Grades	
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Present Tense ● Reflexive Verbs ● Short Story: “Naranjas” by Ángela McEwan-Alvarado ● Oral Presentation: Advise for an exchange student 	
Interdisciplinary Connections:	
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/ ● Example: Technology utilization in the form of ● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and 	

interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions .
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are some things that can cause feelings of alienation in people? ● What impact do social conditions have in assimilation? ● What can individuals, communities, and governments do to facilitate cultural assimilation? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Cultural differences can cause feelings of alienation in people. ● Families, education, jobs can impact assimilation. ● Schools, churches, community events, and law makers can help facilitate cultural assimilation.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● language and cultural influence a person’s identity. ● the use reflexive verbs. ● the use of the present tense. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Discuss how a person’s identity is influenced. ● Express reciprocal actions and impersonal subjects. ● Express what is currently happening and what happens everyday.

<p>Lower Cape May Regional School District Honors Spanish IV Curriculum Unit 2 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: La geografía y la civilización de España (Geography and Civilization of Spain)</p>
<p>Target Course/Grade Level: Honors Spanish IV/ Grades 11-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Geography of Spain including territories and regions (comunidades) ● Spanish Civilization ● Official languages of Spain

Interdisciplinary Connections:

- World History
- Geography

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

Lower Cape May Regional School District – Honors Spanish IV Curriculum

7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IM.IPERS 6	Exchange information from a variety of resources with classmates about global issues, including climate change.
Unit Enduring Questions: <ul style="list-style-type: none"> ● What are the regions of Spain and where are they? ● Who were the first inhabitants of 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● I understand and can identify the regions and territories of Spain. ● I know who the first inhabitants of Spain

<p>Spain?</p> <ul style="list-style-type: none"> ● What contribution did each group of inhabitants make to modern day Spain? ● What influences from each group of inhabitants can be seen today in Spain? 	<p>were.</p> <ul style="list-style-type: none"> ● I understand the contributions each group made to create modern day Spain. ● I can identify the various influences of each group of inhabitants that can be seen today in Spain.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● the official languages of Spain. ● the map of Spain. ● the inhabitants of Spain and their contribution to the civilization of Spain. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● identify the official languages of Spain. ● identify the regions and territories of Spain. ● understand how each group of inhabitants helped form modern day Spain.

<p>Lower Cape May Regional School District Honors Spanish IV Curriculum Unit 3 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: El mundo de habla hispana (The Spanish-speaking World)</p>
<p>Target Course/Grade Level: Honors Spanish IV/Grades 11-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Spanish-speaking countries and capitals on maps ● Geography of Spanish-speaking countries ● Oral Presentations: music, food, religion, sports, education, politics, agriculture, exports, flag, economy, festivals or holidays, cultural customs of each Spanish-speaking country ● Oral Presentations: Christmas traditions of each Spanish-speaking country
<p>Interdisciplinary Connections:</p>

- World History
- Geography
- Countries and capitals

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with

	other time frames.)
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are the cultural elements of each Spanish-speaking country? ● What traditional food is eaten in each Spanish-speaking country? ● What are the important holidays and festivals in each Spanish-speaking country, and how are they celebrated? ● How is Christmas and New Year’s Eve celebrated in Spanish-speaking countries? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I can identify and talk about the various music, sports, education, agriculture, exports, politics, and religion of each Spanish-speaking country ● I can identify and talk about the various traditional food of each Spanish-speaking country ● I can identify and talk about the various holidays and festivals of each Spanish-speaking country. ● I can identify and talk about the various Christmas and New Year’s Eve traditions and customs of each Spanish-speaking country.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Cultural customs (such as food, music, 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Discuss and compare and contrast cultural

<p>education, holidays and festivals, etc.) of each Spanish-speaking country</p> <ul style="list-style-type: none"> ● Christmas and New Year’s Eve customs and traditions of each Spanish-speaking country. 	<p>customs (such as food, music, education, holidays and festivals, etc.) of each Spanish-speaking country with the customs in the United States.</p> <ul style="list-style-type: none"> ● Discuss and compare and contrast traditional Christmas and New Year’s Eve customs of each Spanish-speaking country with the customs in the United States.
--	---

<p>Lower Cape May Regional School District Honors Spanish IV Curriculum Unit 4 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: Las reparaciones (Repairs)</p>
<p>Target Course/Grade Level: Honors Spanish IV/Grades: 11-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● The preterite tense ● The imperfect tense ● The uses of the preterite and imperfect tenses ● Vocabulary: Repairs and Services ● Oral Presentations: Interpersonal Conversations (getting items repaired) ● Written Composition: Personal Story ● Short Story: “No oyes ladrar los perros” by Juan Rulfo

Interdisciplinary Connections:

- (State primary content area interdisciplinary connections for this unit here.)

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

Lower Cape May Regional School District – Honors Spanish IV Curriculum

7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions .
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does one express specific actions in the past? ● How does one talk about repeated, habitual actions in the past? ● Why are there two past tenses in Spanish? ● How can one talk about what happened to their car or house that needs repairing? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The preterite tense is used in Spanish to talk about specific actions in the past. ● The imperfect tense is used in Spanish to talk about repeated, habitual actions, weather, age, time, day, date, emotional and physical feelings in the past. ● Spanish uses the two past tenses, preterite and imperfect, depending upon what is being expressed in the past. ● The preterite and imperfect are used to explain the circumstances of what happened and what needs repairing.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● preterite tense ● Imperfect tense ● uses of the preterite and imperfect tense at the same time ● vocabulary for repairs and services ● authentic Spanish text. 	<p>Unit Objectives: <i>Students will be able to.....t</i></p> <ul style="list-style-type: none"> ● talk about specific actions in the past. ● talk about ongoing actions in the past. ● use both specific and ongoing actions in the past within the same sentence. ● describe what is broken or needs repair ● read, understand, and discuss Spanish literature.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● preterite and imperfect tenses. ● uses of the preterite and imperfect tenses. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● narrate a story in the past ● talk about specific actions in the past. ● talk about continuous actions in the past.

**Lower Cape May Regional School District Spanish IV Curriculum
Unit 5 Overview**

Content Area: Spanish

Unit Title: Marianela

Target Course/Grade Level: Honors Spanish IV/Grades 11-12

Unit Summary:

- Authentic text: Marianela por Benito Pérez Galdós
- Written Composition: Epilogue

Interdisciplinary Connections:

- compare and contrast Spanish literature with American literature
- compare and contrast the genre of Realism with other genres of literature

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets	
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s)
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts

	on familiar and unfamiliar topics and situations.
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • What do I need to know to understand authentic Spanish literature? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I need to know vocabulary related to the novel • I need to understand the various genres of literature
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • an authentic Spanish text: Marianela 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • understand, retell, and discuss authentic text in Spanish • create an epilogue for the novel

**Lower Cape May Regional School District Spanish IV Curriculum
Unit 6 Overview**

Content Area: Spanish

Unit Title: Short Stories

Target Course/Grade Level: Honors Spanish IV/Grades 11-12

Unit Summary:

- Authentic text: Imaginación y fantasía
Short Stories include: “Los dos reyes y los dos laberintos” by Jorge Luis Borges
“Jaque mate en dos jugadas” by W.I. Eisen
“El papel de plata” by Alfonso Ferrari Amores
“Las abejas de bronce” by Marco Deneví
“El buen ejemplo” by Vicente Riva Palacio
- Authentic text: “Francisca y la muerte” (un cuento folklórico cubano)

Interdisciplinary Connections:

- compare and contrast Spanish literature with American literature
- compare and contrast various genres of literature

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets	
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s)
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
Unit Enduring Questions: <ul style="list-style-type: none"> ● What do I need to know to understand authentic Latin American and Spanish literature? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● I need to know vocabulary related to the novel ● I need to understand the various genres
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> ● an authentic Spanish text: Imaginación y fantasía ● an authentic Spanish text: “Francisca y la muerte” 	Unit Objectives: <i>Students will be able to.....</i> <ul style="list-style-type: none"> ● understand, retell, and discuss authentic text in Spanish ● create interpersonal dialogs about the various themes in the short stories

Lower Cape May Regional School District Honors Spanish IV Curriculum Unit 7 Overview	
Content Area: Spanish	
Unit Title: El trabajo voluntario (Volunteer Work)	
Target Course/Grade Level: Honors Spanish IV/11-12 Grades	
Unit Summary: <ul style="list-style-type: none"> ● Present Perfect Tense ● Pluperfect Tense ● Future Perfect Tense ● Conditional Perfect Tense ● Vocabulary: Volunteer Work ● Oral Presentation: Non-Profit Organizations ● Oral Presentation : My Ideal Volunteer Work 	
Interdisciplinary Connections: <ul style="list-style-type: none"> ● 	
21st Century Themes, Skills, and Standards: <ul style="list-style-type: none"> ● (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/ ● Example: Technology utilization in the form of ● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 	
Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.

Lower Cape May Regional School District – Honors Spanish IV Curriculum

7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions .

7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What motivates people to help disadvantaged communities in the world? ● How does volunteer work influence the quality of life of the those who are receiving help, as well as the lives of the volunteers? ● How can I express what has happened, had happened, will have happened, and would have happened? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● People are motivated to help for a variety of reasons. ● The people receiving help and the people giving help benefit from volunteer work. ● The present perfect tense, the pluperfect tense, the future perfect tense, and the conditional perfect tense.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● What challenges people face. ● The perfect tenses 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Discuss challenges in their own community ● Discuss challenges in various parts of the world. ● Compare and contrast challenges in their own community with various parts of the world. ● Say what has happened, had happened, will have happened, and would have happened

Lower Cape May Regional School District Honors Spanish IV Curriculum Unit 8 Overview	
Content Area: Spanish	
Unit Title: El futuro nos espera (The Future Waits for Us)	
Target Course/Grade Level: Honors Spanish IV/11-12 Grades	
Unit Summary: <ul style="list-style-type: none"> ● Future Tense ● Conditional Tense ● Vocabulary: Dreams 	
Interdisciplinary Connections: <ul style="list-style-type: none"> ● 	
21st Century Themes, Skills, and Standards: <ul style="list-style-type: none"> ● (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/ ● Example: Technology utilization in the form of ● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 	
Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.

Lower Cape May Regional School District – Honors Spanish IV Curriculum

7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions .

7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How can I express what will happen? ● How can I express what probably is happening? ● How can I express what would happen? ● How can I express what probably happened? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I can use the future tense to express what will happen. ● I can use the future tense to express what probably is happening. ● I can use the conditional tense to express what would happen. ● I can use the conditional tense to express what probably happened.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The future tense ● The conditional tense 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Discuss the future ● Talk about probability in the present ● Discuss what would happen in certain conditions ● Talk about probability in the past ● Make polite requests ● Discuss their dreams and ambitions

**Lower Cape May Regional School District Honors Spanish IV Curriculum
Unit 9 Overview**

Content Area: Spanish

Unit Title: El hogar (Home)

Target Course/Grade Level: Honors Spanish IV/11-12 Grades

Unit Summary:

- Present Subjunctive
- Imperfect Subjunctive
- Commands
- Looking for Housing
- Cooking Show/Make a Craft Show

Interdisciplinary Connections:

-

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author’s purpose and tone, inferences.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How can I express wishes, feelings, doubts, and intentions? ● How can I express wishes, feelings, doubts, and intentions in the past? ● How can I express what would occur in certain conditions? ● How can I express polite requests? ● How can I give informal commands? ● How can I give formal commands? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I use the present subjunctive to express wishes, feelings, doubts, and intentions. ● I use the imperfect subjunctive to express wishes, feelings, doubts, and intentions in the past. ● I can use the if clause with the imperfect subjunctive and the conditional to express what would occur in certain conditions. ● I can use the imperfect subjunctive to express polite requests. ● I can use the imperative tú and vosotros form to give informal commands. ● I can use the imperative Ud. and Uds. to give formal commands.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The present subjunctive ● The imperfect subjunctive ● The formal and informal commands ● Vocabulary related to the home and finding a home. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Use the present subjunctive ● Use the imperfect subjunctive ● Tell someone formally and informally what to do ● To find a place to live and make it a home. ● Teach the class how to make an authentic traditional dish or an authentic cultural craft.
--	--

<p>Lower Cape May Regional School District Honors Spanish IV Curriculum Unit 10 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: Como agua para chocolate</p>
<p>Target Course/Grade Level: Honors Spanish IV/Grades 11-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Authentic text: Como agua para chocolate por Laura Esquivel
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● compare and contrast Mexican literature with American literature ● compare and contrast Magical Realism with American Fiction

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets

7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s)
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author’s purpose and tone, inferences.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What do I need to know to understand authentic Mexican literature? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I need to know vocabulary related to the novel ● I need to understand the genre of Magical Realism

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● an authentic text in Spanish: Como agua para chocolate por Laura Esquivel 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● understand, retell, and discuss authentic text in Spanish. ● create their own short story in the genre of Magical Realism
---	--

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> ● List examples of specific formative assessments to be utilized daily to gauge student comprehension and drive instruction here. Link here for ideas. More ideas and here. <ul style="list-style-type: none"> ● List examples of specific formative assessments to be utilized daily to gauge student comprehension and drive instruction here. Link here for ideas. More ideas and here. ● Quizzes and tests: Verdadero/Falso, Multiple Choice, Open-Ended Questions ● Composition/Essay ● Oral presentation of vocabulary and idiomatic expressions ● Oral presentation with PowerPoint of a Spanish-speaking country ● Mini white boards ● Kahoot ● Quizlet ● Vocabulary squares ● Edpuzzle ● Edunovela
<p>Summative Assessment Utilized throughout Units:</p> <ul style="list-style-type: none"> ● Quarterly Tests: Written, Listening (multiple choice and speaking response,) Reading (multiple choice and essay,) Speaking (interpersonal conversations, presentations)
<p>Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Teacher tutoring ● Peer tutoring ● Cooperative Learning Groups ● Modified Assignments ● Differentiated Instruction ● Response to Intervention (www.help4teachers.com) ● Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:
[LINK APPROPRIATE INTERDISCIPLINARY CONNECTIONS & RELEVANT NJSLS HERE](#)

Project-based Learning Tasks:

- Country Presentations
- Christmas in the Spanish-Speaking World Presentations
- Idiomatic expressions weekly presentations using the expression in a story or dialog
- Latin American and Spanish Influential Person Presentation
- Cooking Show
- Current Events in the Spanish-Speaking World Presentation

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- [Link Research resources here.](#)

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Quizlet, Kahoot, Flipgrid
- PowerPoint/Google Slides
- Edpuzzle

- Edunovela.com: Gran Hotel
- YouTube (for authentic songs, commercials, and short films)

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
- Repaso
- Imaginación y fantasía
- Abriendo paso
- Marianela
- Como agua para chocolate
- Edunovela.com: Gran Hotel

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

<p>Varied journal prompts, spelling or vocabulary lists</p>	<p>Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.</p>
<p>Anchor activities</p>	<p>Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first</p>

	enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from

	source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students

choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- .
- .
- .

Board of Education Approved Text(s)

- Repaso
- Como agua para chocolate
- Imaginación y fantasía
- Abriendo paso
- Marianela