



## AP Spanish

Office of Bilingual, ESL, & World Languages



World Languages Curriculum Guide: AP Spanish

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# AP Spanish

## I. Introduction/Overview/Philosophy

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century and described in more detail in the ACTFL Performance Descriptors for Language Learners. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. Central to communication is the following premise from the Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).



## II. Objectives

The course is divided into six thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topic completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structure in the courses leading up to AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed.



## **Thematic Units:**

Families and Communities, Science and Technology, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Contemporary Life.

These units are totally organized and based on the themes, recommended contexts, and essential questions of the Curriculum Framework, as well as focusing on integrating the six primary learning objectives of effective communication as preparation for the AP Exam in May.

In addition, culture is central to content as we explore products, practices, and perspectives of various countries. Students are guided to develop a deeper understanding of what the people of a particular culture believe and how they view the world. They also make constant comparisons between Spanish-speaking communities of the world and their own home culture in preparation for the presentational speaking exam task.

## **Theme 1: Families and Communities**

- a. Context 1: Customs and Values
- b. Context 2: Education Communities
- c. Context 3: Family Structure
- d. Context 4: Global Citizenship
- e. Context 5: Human Geography
- f. Context 6: Social Networking
- i. **Essential Questions:**

- *¿Cómo se define la familia en distintas sociedades?*

**Translation:** How is family defined in different societies?

- *¿Cómo contribuyen los individuos al bienestar de las comunidades?*

**Translation:** How do individuals contribute to the welfare of their communities?

- *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

**Translation:** What are the differences in the roles assumed by communities and families in different societies around the world?

## Theme 2: Science and Technology

- a. Context 1: Access to Technology
- b. Context 2: Effects of Technology on Self and Society
- c. Context 3: Health Care and Medicine
- d. Context 4: Innovations
- e. Context 5: Natural Phenomena
- f. Context 6: Science and Ethics

### ii. Essential Questions:

- *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*

**Translation:** What impact does the scientific and technical developments have in our lives?

- *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*

**Translation:** What factors have driven the development and innovation in science and technology?

- *¿Qué papel cumple la ética en los avances científicos?*

**Translation:** What is the role of ethics in scientific progress?

## Theme 3: Beauty and Aesthetics

- a. Context 1: Architecture
- b. Context 2: Defining Beauty
- c. Context 3: Defining Creativity
- d. Context 4: Fashion and Design
- e. Context 5: Language and Literature
- f. Context 6: Visual and Performing Arts

### iii. Essential Questions:

- *¿Cómo se establecen las percepciones de la belleza y la creatividad?*

**Translation:** How are the perceptions of beauty and creativity set?

- *¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*

**Translation:** How does the perception of beauty and aesthetics influence our everyday life?

- *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

**Translation:** How do the arts reflect, defy and challenge cultural perspectives?

#### 5. Theme 4: Personal and Public Identities

- Context 1: Alienation and Assimilation
- Context 2: Heroes and Historical Figures
- Context 3: National and Ethnic Identities
- Context 4: Personal Beliefs
- Context 5: Personal Interests
- Context 6: Self-Image

#### iv. Essential Questions:

- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*

**Translation:** How are the various aspects of identity/personality expressed in various our situations?

- *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*

**Translation:** How does the identity of a person develop over time?

- *¿Cómo influyen la lengua y la cultura en la identidad de la persona?*

**Translation:** How does the language and culture influence in the identity of the person?

- *¿Qué es un héroe?*

**Translation:** What is a hero?

- *¿Cómo describirían su identidad nacional?*

**Translation:** How would you describe your national identity?

- *¿Es la identidad étnica tan importante como la identidad nacional?*

**Translation:** Is ethnic identity as important as national identity?

- *¿Cuáles son tus creencias personales? ¿Cómo se formaron?*

**Translation:** What are your personal beliefs? How did they form?

## Theme 5: Global Challenges

- a. Context 1: Economic Issues
- b. Context 2: Environmental Issues
- c. Context 3: Philosophical Thought and Religion
- d. Context 4: Population and Demographics
- e. Context 5: Social Welfare
- f. Context 6: Social Conscience
- v. **Essential Questions:**

- *¿Cuáles son los desafíos sociales políticos y del medio ambiente que enfrentan las sociedades del mundo?*

**Translation:** What are the social, political and environmental challenges facing society in the world?

- *¿Cuáles son los orígenes de esos desafíos?*

**Translation:** What are the origins of these challenges?

- *¿Cuáles son algunas posibles soluciones a esos desafíos?*

**Translation:** What are some possible solutions to those challenges?

## Theme 6: Contemporary Life

- a. Context 1: Education and Careers
- b. Context 2: Entertainment
- c. Context 3: Travel and Leisure
- d. Context 4: Lifestyles
- e. Context 5: Relationships
- f. Context 6: Social Customs and Values
- g. Context 7: Volunteerism
- vi. **Essential Question:**

- *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*

**Translation:** How do individuals and societies define their own quality of life?

- *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*

**Translation:** How do cultural practices and perspectives influence people in contemporary life.

- *¿Cuáles son los desafíos de la vida contemporánea?*

**Translation:** What are the challenges of contemporary life?



## ***New Jersey Student Learning Standards***

### ***Career Readiness, Life Literacies, and Key Skills Practices***

#### **CRLKSP 1 Act as a responsible and contributing community members and employee.**

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### **CRLKSP 2 Attend to financial well-being.**

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

#### **CRLKSP 3 Consider the environmental, social and economic impacts of decisions.**

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### **CRLKSP 4 Demonstrate creativity and innovation.**

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

#### **CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.**

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

#### **CRLKSP 6 Model integrity, ethical leadership and effective management.**

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear

understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRLKSP 7 Plan education and career paths aligned to personal goals.**

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.**

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRLKSP 9 Work productively in teams while using cultural/global competence.**

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS**

**9.1 Personal Financial Literacy**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

**Standard 9.4 Life Literacies and Key Skills**

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

## **New Jersey Student Learning Standards for World Languages (2020)**

### **Interpretive Mode of Communication**

Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

### **Interpersonal Mode of Communication**

Students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### **Presentational Mode of Communication**

Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### III. Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

### IV. Methods of Assessment

#### *Student Assessment*

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

- Performance Assessment- is defined as how well a learner uses language acquired in a classroom setting
- Proficiency Assessment- is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

- Portfolio assessment- This is an ongoing interpretive communication assignment, entries turned in monthly and as previous summer work, which continuously supports all thematic units. It is a two-part document. The first section consists of two pages with instructions, themes, contexts, and essential questions to consider; and the second part consists of two log sheets on which to document their analysis and reflection. As such, students routinely connect to authentic resources outside the classroom that incorporate themes and recommended contexts, as well as pondering essential questions. Once the log sheets are returned, the interpretive assignment is extended to interpersonal face-to-face, whole class discussions to reflect further on the topics while integrating new vocabulary. This provides an extra opportunity for making cultural comparisons as we do in real-life when discussing world happenings and events.
- Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences and keep a log. They complete entries that interest them throughout the year for their Language and Culture Portfolio. Options include but are not limited to: attending an art exhibit, musical show or play; preparing a meal while following recipes written in Spanish; regular correspondence through email, Skype or FaceTime with heritage speakers in a Spanish-speaking country; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence.
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Benchmark Assessments

## **V. Articulation/Scope & Sequence/Time Frame**

This is a fifth level of Spanish at the high school. It is a full-year course.



## **VI. Resources**

### ***Texts/Supplemental Reading/References***

- <https://mangolanguages.com/homeschool/>
- AP Spanish Language and Culture Exam Preparation, College Board
- Additional Readers/ Supplementary Materials:
- American Council on the Teaching of Foreign Languages, (2012) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- New Jersey State Department of Education, (2020) World Language Curriculum Framework, Trenton, NJ.

## **VII. Suggested Activities/Supplemental Activities**

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- Asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- Web-based activities
- Reading poems and stories
- Current events
- Vocabulary flash cards
- Online textbook exercises
- Games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

## VIII. Methodologies

The following practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities.

- **Communicate-** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- **Cultures-** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- **Connections-** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- **Comparisons-** Develop insight into the nature of language and culture in order to interact with cultural competence.
- **Communities-** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- **Inductive Approach-** A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- **Natural Approach-** A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- **Password/Language Ladders-** A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.
- **Gouin Series-** A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- **Dialogue Journals-** A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- **Total Physical Response (TPR)-** A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response to physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.

- TPR Story-Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

## **IX. Interdisciplinary Connections**

As Spanish becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of Spanish offers much to their overall education.

### ***Content-Based Topics***

- Art
  - Draw with various media
  - Observe art work
- Language Arts
  - Follow a one-step oral direction
  - Compare and contrast language
  - Recall presented materials
  - Listen for a variety of purposes
  - Activate prior knowledge
  - Listen to various forms of music
  - Describe objects/pictures
  - Communicate in complete sentences
  - Obtain information by asking questions
  - Participate in various forms of oral communication
  - Interact verbally in informal situations
  - Make introductions
  - Read and respond to different types of literature
  - State purpose for listening to a story
  - Expand vocabulary
  - Recall sequence of events
  - Identify/restate details
- Mathematics
  - Reason, connect mathematical understandings
  - Observe/compare by measurable attributes
  - Count objects
  - Represent quantities
  - Model number composition
- Reading
  - Identify the main character (s)

- Describe the main character (s)
- Identify the plot
- Identify the outcome of the story
  
- Science
  - Observe weather conditions
  - Explore the effects of weather
  
- Social Studies
  - Recognize similarities between self and others
  - Describe personal feelings
  - Demonstrate the relationship of feelings to actions
  - Demonstrate an understanding of the concept of rule
  - Demonstrate courteous behavior when interacting
  - Apply appropriate personal decision-making skills
  - Recognize the importance of each individual to the group
  - Evaluate the consequences of decisions
  - Define the Earth as being made up of land and water
  - Be introduced to other people and places
  - Recognize human needs
  - Define family in various ways
  - State how people are more alike than different

## **X. Technology Integration**

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5	Enter information into a spreadsheet and sort the information.



## **XI: 21<sup>st</sup> Century Integration & Learning Connections**

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

## **XII. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk, Students with 504s)*  
Scaffolding

- Repetition for vocabulary
- Re-teach and review
- Pair-Share
- TPRS
- Multiple intelligence learning
- Notebook checks
- Internet games
- Written responses
- Interactive activities
- Small group instruction
- Modified assessments
- Group/partner activities

*Differentiation for Enrichment*

- Dialogues
- Elevated vocabulary
- Elevated prompts
- Sentence completion
- Grammar through context
- Skits
- Student choice

- Student driven projects
- Internet research
- TPRS
- Supplemental assignments
- Multiple levels of questions
- Multiple intelligence learning

Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Repeating/simplifying of directions</li> <li>• Ample use of visuals</li> <li>• Use of manipulatives</li> <li>• Strategic/flexible grouping and pairing</li> <li>• Clear visual, verbal and demonstrative modeling</li> <li>• Kinesthetic activities</li> <li>• Use of graphic organizers</li> <li>• Ample wait time</li> <li>• Frequent repetition</li> <li>• Student setting of personal growth goals</li> <li>• Breaking down assignments</li> <li>• Learning centers</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence starters</li> <li>• Additional processing time</li> <li>• Cues and prompts</li> <li>• Embedded choices</li> <li>• Practice time</li> <li>• Shorten task</li> <li>• Require lists instead of sentences</li> <li>• Provide graphic organizers</li> <li>• Provide choices</li> <li>• Provide visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Use compacting</li> <li>• Allowance for individual student interests</li> <li>• Allowance for students to make independent plans for independent learning</li> <li>• Variety in types of authentic resources</li> <li>• Use tiered assignments that are more complex or abstract</li> <li>• Allow time with like-intellectual peers</li> <li>• Use open-ended questioning strategies</li> </ul>

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504's English Language Learners, & Gifted & Talented Students	Standards	Assessments
<b>AP Exam Theme 1: Families and Communities</b> <ul style="list-style-type: none"> <li>Context 1: Education</li> <li>Context 2: Social Media</li> <li>Context 3: Demographics</li> <li>Context 4: Traditions and values</li> </ul> <p>AP Exam Practice: Reading comprehension Vocabulary Grammar:</p> <ul style="list-style-type: none"> <li>Review conjugation and uses of regular and irregular verbs in the present, preterit and</li> </ul>	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Multiple levels of questions</li> <li>Flipped classroom</li> <li>Partner/group presentation</li> <li>Peer editing</li> <li>Conjuguemos.com and Studyspanish.com (for grammar practice)</li> <li>Interactive conversations- Temas workbook</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Individual presentations</li> <li>Various organizers</li> <li>Inquiry based instruction</li> <li>Google Voice</li> <li>Recommended outside reading</li> <li>Independent study</li> </ul>	<b>NJSLS</b> 7.1.IH.IPR ET.1-8 7.1.IH.IPE RS.1-6 7.1.IH.PRS NT.1-6 CRLKSP 1,4,5,8,9 9.2.12.CAP .2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC. 7 9.4.12.TL.3 9.4.12.TL.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Debates (social media and family/cultural traditions and values)</li> <li>Online Temas Workbook activities</li> </ul> <p>(classwork and homework on listening, speaking, reading and writing)</p> <ul style="list-style-type: none"> <li>Class discussions</li> <li>Group work: Research, analyze, synthesize and present information on each context</li> <li>Essay: Compare and contrast families from past and present based on research and personal experiences (after video Ella y Yo")</li> </ul>

<p>imperfect tenses.</p> <ul style="list-style-type: none"> <li>Review conjugations and uses of reflexive verbs in various tenses.</li> </ul>		<ul style="list-style-type: none"> <li>Video: “Ella o Yo” followed by comparison essay: comparing modern families with families in the past and families in different societies</li> <li>Listening and speaking activities</li> <li>Reading and writing activities on each context</li> </ul>		<ul style="list-style-type: none"> <li>AP Practice Exam</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>Summer reading assignment (la Gitanilla novel)</li> <li>Individual Oral presentations</li> </ul> <p>(one on effects of social media in today’s society and the other on advantages of education)</p> <ul style="list-style-type: none"> <li>Contexts 1- 4 vocabulary quizzes</li> <li>Reading comprehension quizzes</li> <li>Grammar quizzes: One quiz on present, preterit and imperfect tenses. Another quiz on reflexive verbs</li> <li>Theme 1 Test including vocabulary, grammar and content on each context</li> <li>Group Project/Creative writing: Create an organization to help families in need and to</li> </ul>
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				improve communities
<b>AP Exam Theme 2: Science and Technology</b> <ul style="list-style-type: none"> <li>Context 1: Technology, individuals and society</li> <li>Context 2: Health and medicine</li> <li>Context 3: Science and ethics</li> <li>Context 4: Natural disasters</li> </ul> <p>AP Exam Practice: Listening comprehension Section AP Exam Practice: Speaking Section Vocabulary Grammar:</p> <ul style="list-style-type: none"> <li>Review conjugation and uses of regular and in the future and conditional tenses</li> </ul>	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Oral and written assignments</li> <li>Pinpointing essential vocabulary</li> <li>Multiple levels of questioning</li> <li>Present ideas in a variety of ways to ensure critical thinking</li> <li>Visual learning</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Individual presentation</li> <li>Sentence completion exercises</li> <li>Provide choices of modes of working</li> <li>Curriculum compacting</li> <li>Inquiry based instruction</li> <li>Higher-order thinking skills</li> <li>Critical/Analytical thinking tasks</li> <li>Internet research</li> <li>Real-world problems and scenario</li> <li>Elevated discussions of</li> </ul>	<p><b><u>NJSLS</u></b> 7.1.AL.IPR ET.1-10 7.1.AL.IPE RS.1-6 7.1.AL.PRS NT.1-6 CRLKSP 1,4,5,8,9 9.2.12.CAP .2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC. 7 9.4.12.TL.3 9.4.12.TL.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Online Workbook activities (classwork and homework on listening, speaking, reading and writing)</li> <li>Research on natural disasters and what is being done by governments.</li> <li>Debates, Dialogues and class discussions on various concepts</li> <li>Persuasive Essay on ways to improve natural disasters using today's advanced technology</li> <li>Hyperdoc for grammar and vocabulary exercises</li> <li>AP Practice test</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>Project Based Assessment: In groups, research uses of technology in medicine. Prepare an oral presentation on research and a</li> </ul>

<ul style="list-style-type: none"> <li>Review conjugation and uses of regular and irregular verbs in the formal and informal commands</li> </ul>		<p>textual connections</p> <ul style="list-style-type: none"> <li>Integrate literature to use language skills)</li> </ul>		<p>debate on advantages and disadvantages of traditional vs. alternative medicine.</p> <ul style="list-style-type: none"> <li>Alternative assignments: create quizlet, studystack or Kahoot activity for a quiz grade</li> <li>Google voice presentations; 2 minute presentation on science and ethics</li> <li>Reading comprehension quizzes</li> <li>Theme 2 Test including vocabulary, grammar and content on each context</li> <li>Q1 Benchmark: Reading comprehension, listening comprehension (short and long dialogues and narratives)</li> </ul>
<p><b>AP Exam Theme 3: Beauty and Aesthetics</b></p> <ul style="list-style-type: none"> <li>Context 1: Definition of beauty</li> <li>Context 2: Fashion</li> </ul>	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Guided questions and note taking</li> <li>Re-teaching and review</li> <li>Allotted time for activities and responses</li> <li>Graphic organizers</li> </ul>	<p><b><u>NJSLS</u></b>  7.1.AL.IPR  ET.1-10  7.1.AL.IPE  RS.1-6  7.1.AL.PRS  NT.1-6  CRLKSP  1,4,5,8,9</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Online Workbook activities (classwork and homework on listening, speaking,</li> </ul>



<ul style="list-style-type: none"> <li>Context 3: Language and Literature</li> <li>Context: 4: The Arts</li> </ul> <p>AP Exam Practice #1</p> <p>Vocabulary Grammar:</p> <ul style="list-style-type: none"> <li>Progressive tenses</li> <li>Perfect tenses</li> <li>Passive voice</li> <li>Idioms/ sayings</li> </ul>		<ul style="list-style-type: none"> <li>Flipped classroom-grammar videos</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Create and perform dialogue</li> <li>Supplemental material: literature-short stories/ poems</li> <li>Student-driven projects</li> <li>Provide extension activities</li> <li>Elevated Vocabulary</li> <li>Crossword puzzles for vocabulary and grammar</li> <li>Current events</li> <li>Alternative assessments: Conduct a survey</li> </ul>	<p>9.2.12.CAP .2</p> <p>9.4.12.CI.1</p> <p>9.4.12.CI.3</p> <p>9.4.12.DC.7</p> <p>9.4.12.TL.3</p> <p>9.4.12.TL.4</p>	<p>reading and writing)</p> <ul style="list-style-type: none"> <li>Class discussions on current events</li> <li>Primary and secondary source reading: short stories and poems</li> <li>Essay</li> <li>Conduct a survey about people's perception on beauty young people vs. older people's opinions)</li> </ul> <p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> <li>Student-driven projects: Students choose which context in theme 4 they would like to research and present</li> <li>Research Paper: On self-esteem related to perception of beauty, fashion and how it could affect your health/ self-esteem.</li> <li>Oral presentation: Use results of survey and research</li> <li>Google voice presentation: 2-minute presentation on</li> </ul>
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				<p>Latin American art</p> <ul style="list-style-type: none"> <li>Quizzes:( 4): progressive tenses perfect tenses</li> </ul> <p>Passive voice Idioms/sayings Theme 3 Test including vocabulary, grammar and content on each context</p> <ul style="list-style-type: none"> <li>AP Practice test</li> </ul>
<p><b>AP Exam Theme 4: Contemporary Life</b></p> <ul style="list-style-type: none"> <li>Context 1: Educations and careers</li> <li>Context 2: Entertainment</li> <li>Context 3: Vacations/Traveling</li> <li>Context: 4: Relationships</li> </ul> <p>AP Exam Practice: Formal Writing Section Vocabulary Grammar:</p> <ul style="list-style-type: none"> <li>Por vs. Para</li> <li>Accent marks</li> <li>False cognates</li> </ul>	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Multiple levels of questioning</li> <li>Allotted time for activities and responses</li> <li>Scaffolding:</li> </ul> <p>sentence frame think-pair cooperative learning groups</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Internet research</li> <li>Supplemental material: literature-short stories/poems, Movie: Valentin</li> <li>Student-driven projects: Students choose which context in theme 4 they would like to</li> </ul>	<p><b><u>NJSLS</u></b> 7.1.AL.IPR ET.1-10 7.1.AL.IPE RS.1-6 7.1.AL.PRS NT.1-6 CRLKSP 1,4,5,8,9 9.2.12.CAP .2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC. 7 9.4.12.TL.3 9.4.12.TL.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Listening and speaking activities for each context on the online Temas workbook.</li> <li>Reading and writing activities on each context on online workbook</li> <li>Kahoot and quizlet activities for vocabulary and grammar</li> <li>Cultural trivia</li> <li>AP Practice Test</li> <li>Dialogue: Job interview</li> <li>AP Practice Exam</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>Group Project: Famous places in Spanish speaking countries, celebrations and</li> </ul>

<ul style="list-style-type: none"> <li>Homophones</li> </ul>		<p>research and present</p> <ul style="list-style-type: none"> <li>Provide extension activities: Listening, speaking, reading or writing activities on each context on online workbook</li> <li>Inquiry based instruction: Explore future careers using foreign languages</li> </ul>		<p>cultural information. Students will choose country</p> <ul style="list-style-type: none"> <li>Individual project: Compare the movie Valentin with one of the short stories read. Compare and contrast the relationships of the main characters in the movie and the play with his family. Identify differences and similarities.</li> <li>Quiz: Dialogue: Choose one- Job interview or tour guide and tourist</li> <li>Grammar quiz: (2)-</li> </ul> <p>Por vs. para and accent marks False cognates and homophones</p> <ul style="list-style-type: none"> <li>Theme 4 Test including vocabulary, grammar and content on each context</li> <li>Q2 Benchmark Assessment: Formal writing (essay), Grammar: All tenses of Indicative, por, para and accents marks in context), Listening</li> </ul>
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<b>AP Exam Theme 5: World Challenges</b> <ul style="list-style-type: none"> <li>Context 1: Economy</li> <li>Context 2: The Environment</li> <li>Context 3: Population and Demographics</li> <li>Context 4: Social Welfare</li> </ul> <p>AP Exam Practice: Informal Writing Section Vocabulary Grammar: Present subjunctive</p>	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Guided practice</li> <li>Pre-teaching of vocabulary and concepts</li> <li>Rephrase questions, directions, and explanation</li> <li>Use of assisted technology</li> <li>Flipped classroom</li> </ul> <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> <li>Higher-order thinking skills</li> <li>Multiple levels of questions</li> <li>Recommended outside readings</li> <li>Curriculum compacting</li> </ul> <p>(various themes: technology, demographics and environment)</p> <ul style="list-style-type: none"> <li>Video: Orquesta de instrumentos reciclados</li> </ul>	<b>NJSLS</b> 7.1.AL.IPR ET.1-10 7.1.AL.IPE RS.1-6 7.1.AL.PRS NT.1-6 CRLKSP 1,4,5,8,9 9.2.12.CAP .2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC. 7 9.4.12.TL.3 9.4.12.TL.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Research the orchestra made up of recycled instruments (In Uruguay)</li> <li>Dialogues and class discussion</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>Group project: Research world challenges and create an organization to solve such problems</li> <li>Google voice: 2-minute oral presentation on how the youth of today can improve the planet and its environment for future generations</li> <li>Quizzes: (2)</li> </ul> <p>Vocabulary Present subjunctive</p> <ul style="list-style-type: none"> <li>Theme 5 Test including vocabulary, grammar and content on each context</li> </ul>
<b>AP Exam Theme 6: Public Identities</b>	5 weeks	<p><i>For Support:</i></p>	<b>NJSLS</b> 7.1.AL.IPR ET.1-10	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Reading selections about</li> </ul>

<ul style="list-style-type: none"> <li>Context 1: Alienation and Assimilation</li> <li>Context 2: Self esteem</li> <li>Context 3: National and Ethnic Identity</li> <li>Context: 4: Interests / Hobbies</li> </ul> <p>AP Exam Practice # 2</p> <p>Vocabulary</p> <p>Grammar:</p> <div> <ul style="list-style-type: none"> <li>Past subjunctive</li> <li>Subjunctive vs. Indicative</li> <li>General grammar review for AP Exam</li> </ul> </div>		<div> <ul style="list-style-type: none"> <li>Outline for writing assessments</li> <li>Pinpointing essential vocabulary</li> <li>Graphic organizers</li> <li>Peer editing/reviewing</li> </ul> </div> <p><i>For Enhancement:</i></p> <div> <ul style="list-style-type: none"> <li>Elevated Vocabulary</li> <li>Critical/Analytical thinking tasks</li> <li>Higher-order thinking skills</li> <li>Inquiry-based instruction</li> </ul> </div>	<p>7.1.AL.IPE RS.1-6</p> <p>7.1.AL.PRS NT.1-6</p> <p>CRLKSP 1,4,5,8,9</p> <p>9.2.12.CAP .2</p> <p>9.4.12.CI.1</p> <p>9.4.12.CI.3</p> <p>9.4.12.DC.7</p> <p>9.4.12.TL.3</p> <p>9.4.12.TL.4</p>	<p>public identities and national pride.</p> <ul style="list-style-type: none"> <li>Read and discuss pastimes and hobbies and how it makes people assimilate and relate to new cultures.</li> <li>Read and discuss short stories written by exiled writers and their national pride</li> </ul> <p><i>Summative Assessment</i></p> <div> <ul style="list-style-type: none"> <li>Project Based Assessments: Research national heroes and historical events</li> </ul> </div> <p>that shape a country.</p> <div> <ul style="list-style-type: none"> <li>Document Based Questions: Comprehension questions on reading selections</li> <li>Quizzes: (3)</li> </ul> </div> <p>Vocabulary</p> <p>Past subjunctive</p> <p>Subjunctive vs. Indicative</p> <ul style="list-style-type: none"> <li>Theme 6 Test including vocabulary, grammar and</li> </ul>
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				<p>content on each context</p> <ul style="list-style-type: none"> <li>Benchmark Assessment: AP Practice Exam</li> </ul>
<p><b>Unit 7</b> Review for AP Exam Vocabulary Culture:</p> <ul style="list-style-type: none"> <li>Reading short stories</li> <li>Researching tourist attractions</li> </ul> <p>Current events Movies : El Quijote, and Viva Cuba Cultural Trivia</p>	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Review sessions</li> <li>Partner/group presentation</li> <li>Oral and written assignments</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Recommended outside readings</li> <li>Multiple levels of questions</li> <li>Elevated Vocabulary</li> <li>Independent study</li> <li>Real-world problems and scenarios</li> <li>Internet research activities</li> </ul>	<p><b><u>NJSLS</u></b> 7.1.AL.IPR ET.1-10 7.1.AL.IPE RS.1-6 7.1.AL.PRS NT.1-6 CRLKSP 1,4,5,8,9 9.2.12.CAP .2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC.7 9.4.12.TL.3 9.4.12.TL.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Class discussion</li> <li>Current events</li> <li>Homework</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>Quizzes: vocabulary and reading comprehension on short stories</li> <li>Test: Vocabulary and culture</li> </ul>