

# Spanish II Honors Curriculum



**Grades 9-12**

**Unit 1: ¡Hola Madrid!**

## *Course Description*

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc.
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for grades 9-12 consist of the following seven thematic units of study:

1. Unit 1 - ¡Hola Madrid!
2. Unit 2 - El mundo hispánico
3. Unit 3 - Ir de compras
4. Unit 4 - ¡Viva el fin de semana!
5. Unit 5 - El mundo del trabajo
6. Unit 6 - La cultura pop
7. Unit 7 - Vacaciones

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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

Career-ready individuals 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.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals 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.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals 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.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

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

Career-ready individuals 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.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals 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.

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

Career-ready individuals 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.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals 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.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals 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.

## Pacing Chart – Unit 1

Pacing Chart – Unit 1			
#	Student Learning Objective	CCSS	4 weeks
1	Locate Spain on a world map and identify major cities.  Identify and explain the significance of historical monuments in Spain.	<b>7.1.NH.A.2</b> <b>7.1.NH.A.4</b>	
2	Describe past travel experiences and places visited and plan future trips.	<b>7.1.NH.A.5</b> <b>7.1.NH.B.5</b> <b>7.1.NH.C.4</b>	
3	Identify and provide directions to a historical site.	<b>7.1.NH.A.3</b> <b>7.1.NH.B.2</b>	

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>Extra time for assigned tasks</li> <li>Adjust length of assignment</li> <li>Timeline with due dates for reports and projects</li> <li>Communication system between home and school</li> <li>Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>Extra Response time</li> <li>Have students verbalize steps</li> <li>Repeat, clarify or reword directions</li> <li>Mini-breaks between tasks</li> <li>Provide a warning for transitions</li> <li>Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>Precise step-by-step directions</li> <li>Short manageable tasks</li> <li>Brief and concrete directions</li> <li>Provide immediate feedback</li> <li>Small group instruction</li> <li>Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made checklist</li> <li>Use visual graphic organizers</li> <li>Reference resources to promote independence</li> <li>Visual and verbal reminders</li> <li>Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>Computer/whiteboard</li> <li>Tape recorder</li> <li>Spell-checker</li> <li>Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Study guides</li> <li>Shortened tests</li> <li>Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>Consistent daily structured routine</li> <li>Simple and clear classroom rules</li> <li>Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>Individual daily planner</li> <li>Display a written agenda</li> <li>Note-taking assistance</li> <li>Color code materials</li> </ul>

## Enrichment

### **Accommodate Based on Students individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with partners
- Self-Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

**Enduring Understanding:**

- The study of the Spanish language and culture deepens understanding of where and how people live
- Visiting and sightseeing various historical monuments is part of understanding culture
- Dense population and large cities require mass transportation
- The convenience of city living may be complicated and challenging

<b>Grade: 9-12</b>	<b>Unit: One</b>	<b>Topic: ¡Hola Madrid!</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.5, 7.1.NH.C.4, 7.1.NH.A.3, 7.1.NH.B.2		
<b>ACTFL Modes of Communication:</b>		
<ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<b>SLO # 1</b> Locate Spain on a world map and identify major	<ul style="list-style-type: none"> <li>• How does the geographic location of Spain impact culture?</li> </ul>	<u><b>Map Activity</b></u> Locate Madrid on a map of Spain; label and paste	<b>Large Map of Spain - Index</b> <a href="http://gospain.about.com/od">http://gospain.about.com/od</a>	- Plaza Mayor - Plaza de España - Plaza Colon

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>cities.</p> <p>Identify and explain the significance of historical monuments in Spain.</p> <p><b>7.1.NH.A.2</b></p> <p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NH.A.4</b></p> <p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>	<ul style="list-style-type: none"> <li>• What are the differences and similarities regarding geography, population, history, etc.? between Spain and the United States?</li> <li>• What makes places unique and different?</li> <li>• What stories do maps and globes tell?</li> </ul>	<p>photos of important landmarks.</p> <p><b><u>Landmark Narration</u></b></p> <p>Write a description of a landmark in Spain. Include in your narrative, exact location, importance and historical background. Read aloud in class and have classmates guess the landmark.</p> <p><b><u>Conexiones</u></b></p> <p>Read “Las comunidades autónomas” from Avancemos textbook. Discuss with a partner cultural and linguistic differences in various parts of Spain.</p> <p><b><u>Video</u></b></p> <p>Watch “Viaje al centro de Madrid”. Identify and list</p>	<p><a href="/maps/ig/Giant-Map-of-Spain/Giant-Map-Index.htm">/maps/ig/Giant-Map-of-Spain/Giant-Map-Index.htm</a></p> <p><b>Spain- Population</b>  <a href="http://countryeconomy.com/demography/population/spain">http://countryeconomy.com/demography/population/spain</a></p> <p><b>Historic Sites in Spain</b>  <a href="http://www.historvius.com/historic-sites-in-spain/pl72">http://www.historvius.com/historic-sites-in-spain/pl72</a></p> <p><b>Avancemos 2</b></p> <p>Las comunidades autónomas            Textbook: p. 272</p> <p><b>Viaje al centro de Madrid</b>  <a href="https://www.youtube.com/watch?v=cv4nViXJlRm">https://www.youtube.com/watch?v=cv4nViXJlRm</a></p>	<ul style="list-style-type: none"> <li>- Royal Palace</li> <li>- Retiro park</li> <li>- Prado museum</li> <li>- Reina Sofia museum</li> <li>- Sabatini gardens</li> <li>- Plaza de Oriente</li> </ul>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>ten places/monuments. Compare your observation with a partner.</p> <p><b><u>Las regiones</u></b></p> <p>In pairs, assign a region of Spain to read from “Las regiones de España”. Students read, discuss, and report back major points about their region to the whole group.</p>	<p><b>Las regiones de España</b></p> <p><a href="http://www.red2000.com/spain/region/1index.html">http://www.red2000.com/spain/region/1index.html</a></p>	
<p><b>SLO # 2</b></p> <p>Describe past travel experiences and places visited and plan future trips.</p> <p><b>7.1.NH.A.5</b></p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics</p>	<ul style="list-style-type: none"> <li>• How do a region’s geography, climate and natural resources affect the way people live and work?</li> <li>• Why do people travel?</li> <li>• How can world travel impact language learning?</li> </ul>	<p><b><u>Glogster</u></b></p> <p>Make an electronic poster about a trip to Madrid showing all the landmarks visited. Include music and narration in Spanish.</p> <p><b><u>Conversations</u></b></p> <p>In pairs, converse about a travel experience you have had. Include in your conversation any and all significant aspect of that trip, including food, people,</p>	<p><b>The Autonomous Regions of Spain</b></p> <p><a href="http://www.spanish-web.com/regions/">http://www.spanish-web.com/regions/</a></p> <p><b>Spain-Climate</b></p> <p><a href="http://www.nationsencyclopedia.com/Europe/Spain-CLIMATE.html">http://www.nationsencyclopedia.com/Europe/Spain-CLIMATE.html</a></p>	<ul style="list-style-type: none"> <li>- Fiestas de San Isidro</li> <li>- Flamenco</li> <li>- Bullfighting</li> <li>- El Rastro flea market</li> <li>- Feria del libro</li> <li>- Las doce uvas</li> </ul>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.4</b> Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>		<p>climate, places visited, etc.</p> <p><b><u>Comparación Cultural</u></b> Read Comparación Cultural about “Las tapas”. Answer comprehension questions in writing. Discuss with a partner your own cultural food and meals. Report back to the whole group.</p> <p><b><u>Reading Comprehension</u></b> Read “15 rincones de España para ir de vacaciones en 2015”. Write about each “nook” described in the article.</p>	<p><b>Avancemos 2</b> Comparación Cultural Las tapas Textbook: p. 266</p> <p><b>15 rincones de España para ir de vacaciones en 2015</b> <a href="http://www.skyscanner.es/noticias/15-rincones-de-espana-para-ir-de-vacaciones-en-2015">http://www.skyscanner.es/noticias/15-rincones-de-espana-para-ir-de-vacaciones-en-2015</a></p>	
<p><b>SLO # 3</b> Identify and provide directions to your destination point.</p>	<ul style="list-style-type: none"> <li>How does audience and purpose (i.e., inform, entertain, persuade) influence a speaker’s technique (i.e., volume, pacing, word</li> </ul>	<p><b><u>Math Activity</u></b> Following an outlined travel itinerary, measure the distance from one historical site/monument to the next.</p>	<p><b>Spanish History and Heritage Links</b> <a href="http://artifacts.org/Linkpage.htm">http://artifacts.org/Linkpage.htm</a></p>	<ul style="list-style-type: none"> <li>- Puerta del sol</li> <li>- Gran via</li> <li>- Almudena Cathedral</li> <li>- Casa de Campo</li> <li>- Cibeles Square</li> </ul>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>	<p>choice, intonation)?</p> <ul style="list-style-type: none"> <li>• How do social interactions and personal interactions differ among cultures?</li> <li>• How can understanding my location be helpful?</li> <li>• How do historical artifacts reflect the characteristics unique to Spanish culture?</li> </ul>	<p>Estimate travel time based on transportation being used i.e. on foot, bus, metro, etc....</p> <p><b><u>Dialogue</u></b> In pairs, students present a dialogue about the check in process in the departing airport and the check-out process at the arriving airport. Key discussion includes putting luggage on the belt, checking if flight is leaving on time, placing items on the belt, removing shoes, passing through security gate, etc....)</p> <p><b><u>Transportation means</u></b> Students read “Cómo llegar a Madrid”. Students select a local location to visit and provide written directions on how to get there from</p>	<p><b>Spain- Languages, Culture, Customs, and Etiquette</b></p> <p><a href="http://www.kwintessential.co.uk/resources/global-etiquette/spain-country-profile.html">http://www.kwintessential.co.uk/resources/global-etiquette/spain-country-profile.html</a></p> <p><b>Cómo llegar a Madrid</b></p> <p><a href="https://www.disfrutamadrid.com/como-llegar">https://www.disfrutamadrid.com/como-llegar</a></p>	<p>- Puerta de Alcalá</p>

<b>NJDOE Student Learning Objective</b>	<b>Essential Questions</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Cultural Practices, Products, and Perspectives</b>
		their school. Provide various forms of transportation, time it will take to arrive to destination, and the location.		

## Unit 1 Vocabulary

### Unidad 1: Vocabulario: ¡Hola Madrid!

<p><b><u>Vocabulario</u></b>  <b><u>Los sitios</u></b>          La calle          El barrio          La ciudad          La avenida          El bulevar          El hotel          El café          El restaurante          La tienda          El negocio          El cine          La escuela          La iglesia          El templo          La mezquita          El parque          El estadio          La playa          El aeropuerto          El banco          El estación/la terminal          El jardín publico          La municipalidad          La farmacia          La gasolinera/la estación de servicio</p>	<p>La oficina postal</p> <p><b><u>Las preposiciones de lugar</u></b>          Encima de          Bajo de          Dentro de          Delante de          Detrás de          Al lado de          Cerca de          A la derecha de          A la izquierda de          Directamente          Fuera de          Cerca de          Muy cerca de aquí          Muy fuera de aquí          Enfrente de</p> <p><b><u>Los monumentos y los lugares en Madrid</u></b>          Puerta del Sol          Plaza Mayor          Gran Vía          El retiro          Puerta de Alcalá          Palacio Real          Plaza de España</p>	<p>Templo de Debod          Cuatro Torres          El Rastro          Palacio Real del Pardo          Círculo de Bellas Artes          Catedral de la Almudena          Plaza de Cibeles</p> <p><b><u>Los adjetivos</u></b>          Grande          Pequeño/pequeña          Genial          Simpático/simpática          Chévere          Divertido/divertida          Moderno/moderna          Hermoso/hermosa          Bonito/bonita</p> <p><b><u>Vocabulario útil</u></b>          Un regalo          Un suvenir          Un monumento          Un mapa          Una postal</p>	<p><b><u>Los verbos</u></b>          Viajar          Llegar          Volver          Quedarse          Visitar          Caminar          Continuar          Preguntar          Continuar          Querer          Comprar          Disfrutar          Preferir          Medir          Seguir          Ser          Estar          Ir          Dar un paseo</p>
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## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. You have just arrived in Spain. Your hotel reservation was mixed up and you have to wait several hours before your room is ready. You decide to take advantage of the time and go site seeing. Create a multimedia project: Identify the major historical sites you will visit, and provide a plan of your movements from one spot to the next. Describe each spot visited.</p> <p style="text-align: center; margin-top: 20px;"><b>RUBRIC REQUIRED</b></p>	<p>Your school’s Spanish Club is planning a 10 day trip to Madrid. You are selected to be part of the committee planning the trip. In groups of four, plan and create the trip’s itinerary. Select the following based on best prices provided for groups:</p> <ul style="list-style-type: none"> <li>● Airfare (airline, cost, departures and arrivals)</li> <li>● Hotel (name, cost, number of occupants)</li> <li>● Eight (8) major sites to visit</li> <li>● Dates and times of the visits</li> <li>● Direction to and from the hotel</li> <li>● Food (included, out of pocket)</li> <li>● Cafes and restaurants (location, name and costs)</li> </ul> <p style="text-align: center; margin-top: 20px;"><b>RUBRIC REQUIRED</b></p>