

Spanish II Honors Curriculum



Grades 9-12

Unit 2: El mundo hispánico

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

Overview

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 2

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#	Student Learning Objective	CCSS	5 weeks
1	Locate the Spanish speaking world on a world map and identify countries and capitals.	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.B.4	
2	Discover the various cultures of the Spanish world through food, music, and art.	7.1.NH.A.4 7.1.NH.A.5	
3	Explain the importance of history and heroic figures in Spain and the Spanish world.	7.1.NH.B.5 7.1.NH.C.3	
4	Select and describe cultural characteristics of a Spanish speaking country.	7.1.NH.C.3 7.1.NH.C.2 7.1.NH.C.5	

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

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 understanding the Spanish-speaking world
- The Spanish influence on Central and South America, Puerto Rico, Dominican Republic, Canary Islands, California, NYC, NJ and Southwest cultures.
- The importance of history and heroic figures in the Spanish-speaking world

Grade: 9-12	Unit: Two	Topic: El mundo hispánico
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Locate the Spanish speaking world on a world	<ul style="list-style-type: none"> • What are the similarities between Spanish and American cultures? 	<u>Map Activity</u> Identify and locate countries that use Spanish as their	Official Spanish Speaking Nations http://www.worldatlas.com/	<ul style="list-style-type: none"> - Los moros - Mayas - Incas

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>map and identify countries and capitals.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>	<ul style="list-style-type: none"> • How did the Spanish language influence other languages around the globe? • What is the impact of Spanish Colonialism in the world today? 	<p>official language or one of the languages spoken.</p> <p><u>Street Sign Activity</u> Search and define country-related street signs. Compare and contrast the signs with that of the home culture.</p> <p><u>Identification Activity</u> Hearing a series of statements (capitals, landmarks, characteristics, etc.) mark each one as it applies to a Spanish-speaking country.</p> <p><u>El Caribe</u> In pairs or groups of three, assign a section to read from “Características de la Región Caribe”. Students read, discuss, ask/answers questions and report back to the whole group.</p>	<p>spanish.htm Avancemos 2 Mapas Textbook: pp xl-xliii</p> <p>Spanish speaking countries and capitals/ Map of Spanish-Speaking Countries http://www.spanishprograms.com/spanish-speaking-countries/</p> <p>The History of the Spanish Language https://www.youtube.com/watch?v=ACQX5nMI2wQ</p> <p>Características de la Región Caribe https://colombiapatrimoniocultural.wordpress.com/region-caribe/</p>	<ul style="list-style-type: none"> - Aztecs - Rainforests - Inca Estate of Machu Picchu - Guatemala City is the largest city in Central America - Bogotá. Lima, Santiago, Caracas and Buenos Aires are the largest cities in South America.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 2 Discover the various cultures of the Spanish world through food, music, and art.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics</p>	<ul style="list-style-type: none"> • How do groups of people influence one another? • What part of the Spanish speaking world intrigues you? 	<p><u>Video</u> View a cultural video on a Spanish speaking country. Turn off the narration and have students identify their observations. Report back and share their observations with the whole group.</p> <p><u>Travel Critic</u> Write a newspaper critic on the best Spanish-speaking countries to visit and include the reasons for your selection(s).</p> <p><u>América del Sur</u> Students read various sections of “América del Sur” and then answer teacher created questions. Teacher will then guide a group discussion about the text.</p>	<p>Countries and their culture: Spain http://www.everyculture.com/Sa-Th/Spain.html</p> <p>10 Spanish Dialects: How Spanish is Spoken Around the World http://www.altalang.com/beyond-words/2008/11/13/10-spanish-dialects-how-spanish-is-spoken-around-the-world/</p> <p>América del Sur http://www.ecured.cu/Am%C3%A9rica del Sur</p>	<ul style="list-style-type: none"> - Empanadas - Platanos - Vallenato - Cumbia - Pasillo - Samba - Tango - Gabriel García Márquez - Mario Vargas Llosa

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 3 Explain the importance of history and heroic figures in Spain and the Spanish world.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> • How do different cultures interact to create a national and personal identity? • What role does nationalism or patriotism play in the development of one’s personal and public identities? 	<p><u>Editorial</u> Write an editorial, giving and supporting your opinion about the Spanish conquest of on the following:</p> <ol style="list-style-type: none"> 1. Mexico 2. Yucatán 3. Guatemala <p><u>Graph/Chart</u> Create a timeline of South America’s colonization period.</p> <p><u>Video</u> Watch the documentary “America, un nuevo mundo”. In groups of two or three students, discuss your observations and then report back to the whole group.</p>	<p>Spanish Heroes and Legends http://www.visit-medieval-spain.com/heroes.html</p> <p>A Quick History of Spain https://youtu.be/9Q24dJ3I3I8</p> <p>Colonies in Central & South America http://study.com/academy/lesson/colonies-in-central-south-america.html</p> <p>Colonial Latin America Chronology http://faculty.smu.edu/bakewell/BAKEWELL/chronology.html</p> <p>Documental - América un nuevo mundo (los</p>	<ul style="list-style-type: none"> - Simón Bolívar - José de San Martín - Cold War - Socialism

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
			<p>conquistadores y el proceso inicial de la conquista)</p> <p>https://www.youtube.com/watch?v=4fWqjHwgJnI</p>	
<p>SLO # 4 Select and describe cultural characteristics of a Spanish speaking country.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar</p>	<ul style="list-style-type: none"> • What makes a culture unique? • How is Spanish culture integrated into two or more different cultures? 	<p><u>Journal Entry</u> Compare and contrast two countries from Central or South America. Provide detailed descriptions of its inhabitants, food, fashion, and music.</p> <p><u>Timeline</u> In groups of 4-5 create a timeline showing dates of important events in a Spanish-speaking country. Students must include a minimum of 10 events/discoveries with an explanation of its</p>	<p>How Spanish Traditions Work</p> <p>http://people.howstuffworks.com/culture-traditions/national-traditions/spanish-tradition1.htm</p> <p>South and Central American Geography</p> <p>http://www.sheppardsoftware.com/South_America_Geography.htm</p>	<ul style="list-style-type: none"> - Soccer - Baseball - Tourism - Dancing

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>vocabulary orally or in writing.</p> <p>7.1.NH.C.5</p> <p>Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>		<p>importance in sentence form. All events must also be illustrated with images, drawings or photos and its importance explained by at least one sentence. Students will present the timeline on a poster board or in a creative Power Point presentation.</p> <p><u>Latin American Culture Collage</u></p> <p>In groups of 2 students will use images to show a culture point from a Latin American country such as food, architecture, daily life, holiday, etc. Each group must include a minimum of 10 images that can be hand-drawn or digital images. In addition, on the back, students will describe how each of the pictures relates to the selected topic in well</p>	<p>The 14 most stunning natural landmarks of Central/South America.</p> <p>http://misadventuresmag.com/14-most-stunning-natural-landmarks-in-centralsouth-america/</p>	<p><i>FIFA and the World Cup: FIFA existed for decades before the first World Cup tournament. For years, the Olympics were the sole venue for soccer teams to face off internationally, but participation in them was restricted to amateur athletes.</i></p> <p><i>The first World Cup came about largely because Jules Rimet (elected FIFA president in 1921) and the people he represented wanted a tournament which allowed professionals to compete in a true meeting of the world’s best players.</i></p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>written Spanish paragraphs.</p> <p><u>La Copa Mundial</u> Read about the World Cup soccer tournament and answer questions about its history. Then compare it to another sports competition that you research.</p> <p><u>Reading Comprehension</u> Read about gestures and personal space. In Pairs, discuss, compare and contrast similarities and differences with the American culture and/or your own culture.</p>	<p>Avancemos 2 La Copa Mundial Textbook: pp 106-107 CD 3: Track 10</p> <p>Avancemos 2 Comparación Cultural Los gestos y el espacio personal Textbook: p. 132</p>	

Unit 2 Vocabulary

Unidad 2: Vocabulario: El Mundo Hipánico

<u>Vocabulario</u>	<u>El mundo Hispáno</u>	<u>Los verbos</u>	<u>Revisión</u>
la lengua materna la lengua oficial la comunidad la organización el grupo la mayoría la minoría el centro la lengua el dialecto el acento las señales de tráfico la vida cotidiana las costumbres el pasaporte la música el folklore los platos las cocinas regionales la historia los historiadores las personas importantes las personas importantes el presidente los escritores	California u el suroeste El Centroamérica <ul style="list-style-type: none"> • Guatemala • El Salvador • Honduras • Nicaragua • Costa Rica • Panamá • Belize México La Sudamérica <ul style="list-style-type: none"> • Venezuela • Colombia • Ecuador • Perú • Bolivia • Chile • Paraguay • Uruguay • Argentina El Caribe y Cuba La República Dominicana Puerto Rico Barrios en Nueva York Barrios en Nueva Jersey	Hablar Viajar Llegar Bailar Escuchar Comer Volver Quedarse Visitar Caminar Continuar Preguntar Continuar Querer Comprar Disfrutar Preferir Medir Seguir Ser Estar Ir Dar un paseo	El tiempo La comida Las actividades Los adjetivos descriptivos

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Presentation: Create a multimedia presentation on one continent (Europe, South America, or North America) where Spanish is used as the official language or one of the official languages. Provide images, important information, landmarks, names of countries and capitals. Include in your presentation authentic music from the regions.</p> <p>RURBIC REQUIRED</p>	<p>2. Travel Brochure or Blog: Create a travel brochure on a Spanish-speaking country and present to class. Your presentation must convince your viewers that this will be the best trip of their lives.</p> <p>RURBIC REQUIRED</p>