Spanish II Honors Curriculum

Grades 9-12

Unit 2: El mundo hispánico
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


- **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.
<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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</table>
# Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<tr>
<td><strong>Assistive Technology</strong></td>
<td><strong>Tests/Quizzes/Grading</strong></td>
<td><strong>Behavior/Attention</strong></td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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## Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaptation 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

<table>
<thead>
<tr>
<th>Grade: 9-12</th>
<th>Unit: Two</th>
<th>Topic: El mundo hispánico</th>
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New Jersey Core Curriculum Content Standards (NJCCCS):

**ACTFL Modes of Communication:**
- Interpersonal
- Interpretive
- Presentational

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Cultural Practices, Products, and Perspectives</th>
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<tbody>
<tr>
<td>SLO # 1 Locate the Spanish speaking world on a world</td>
<td>• What are the similarities between Spanish and American cultures?</td>
<td><strong>Map Activity</strong> Identify and locate countries that use Spanish as their Official Spanish Speaking Nations <a href="http://www.worldatlas.com/">http://www.worldatlas.com/</a></td>
<td>- Los moros - Mayas - Incas</td>
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| map and identify countries and capitals. | • How did the Spanish language influence other languages around the globe?  
• What is the impact of Spanish Colonialism in the world today? | official language or one of the languages spoken.  
**Street Sign Activity**  
Search and define country-related street signs.  
Compare and contrast the signs with that of the home culture.  
**Identification Activity**  
Hearing a series of statements (capitals, landmarks, characteristics, etc.) mark each one as it applies to a Spanish-speaking country.  
**El Caribe**  
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. | spanish.htm  
Avancemos 2  
Mapas  
Textbook: pp xl-xlivii | - 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. |

**7.1.NH.A.2**  
Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

**7.1.NH.A.4**  
Identify people, places, objects, and activities in daily life based on oral or written descriptions.

**7.1.NH.B.4**  
Ask and respond to questions, make requests, and express preferences in various social situations.
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| SLO # 2                           | How do groups of people influence one another?  
|                                  | What part of the Spanish speaking world intrigues you? | Video  
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.  
Travel Critic  
Write a newspaper critic on the best Spanish-speaking countries to visit and include the reasons for your selection(s).  
América del Sur  
Students read various sections of “América del Sur” and then answer teacher created questions. Teacher will then guide a group discussion about the text. | Countries and their culture: Spain  
http://www.everyculture.com/Sa-Th/Spain.html  
10 Spanish Dialects: How Spanish is Spoken Around the World  
- Platanos  
- Vallenato  
- Cumbia  
- Pasillo  
- Samba  
- Tango  
- Gabriel García Márquez  
- Mario Vargas Llosa |
| 7.1.NHA.4                        | Identify people, places, objects, and activities in daily life based on oral or written descriptions. | Video  
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.  
Travel Critic  
Write a newspaper critic on the best Spanish-speaking countries to visit and include the reasons for your selection(s).  
América del Sur  
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- Platanos  
- Vallenato  
- Cumbia  
- Pasillo  
- Samba  
- Tango  
- Gabriel García Márquez  
- Mario Vargas Llosa |
| 7.1.NHA.5                        | Demonstrate comprehension of short conversations and brief written messages on familiar topics | Video  
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.  
Travel Critic  
Write a newspaper critic on the best Spanish-speaking countries to visit and include the reasons for your selection(s).  
América del Sur  
Students read various sections of “América del Sur” and then answer teacher created questions. Teacher will then guide a group discussion about the text. | Countries and their culture: Spain  
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<td><strong>SLO # 3</strong></td>
<td>Explain the importance of history and heroic figures in Spain and the Spanish world.</td>
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<td><strong>7.1.NH.B.5</strong></td>
<td>Converse on a variety of familiar topics and/or topics studied in other content areas.</td>
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<td><strong>7.1.NH.C.3</strong></td>
<td>Describe in writing people and things from the home and school environment.</td>
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**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?**

**Editorial**
Write an editorial, giving and supporting your opinion about the Spanish conquest of on the following:

1. Mexico
2. Yucatán
3. Guatemala

**Graph/Chart**
Create a timeline of South America’s colonization period.

**Video**
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.

**Spanish Heroes and Legends**
[http://www.visit-medieval-spain.com/heroes.html](http://www.visit-medieval-spain.com/heroes.html)

**A Quick History of Spain**

**Colonies in Central & South America**

**Colonial Latin America Chronology**
[http://faculty.smu.edu/bakewell/BAKEWELL/chronology.html](http://faculty.smu.edu/bakewell/BAKEWELL/chronology.html)

**Documental - América un nuevo mundo**

- Simón Bolívar
- José de San Martín
- Cold War
- Socialism
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| SLO # 4                           | Select and describe cultural characteristics of a Spanish speaking country. | • What makes a culture unique?  
• How is Spanish culture integrated into two or more different cultures? | conquistadores y el proceso inicial de la conquista)  
https://www.youtube.com/watch?v=4fWqiHwgJnI | - Soccer  
- Baseball  
- Tourism  
- Dancing |
| 7.1.NH.C.3                        | Describe in writing people and things from the home and school environment. | Journal Entry  
Compare and contrast two countries from Central or South America. Provide detailed descriptions of its inhabitants, food, fashion, and music. | How Spanish Traditions Work  
| 7.1.NH.C.2                        | Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar | Timeline  
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 | South and Central American Geography  
http://www.sheppardsoftware.com/South_America_Geography.htm |  |
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<td>vocabulary orally or in writing.</td>
<td>7.1.NH.C.5</td>
<td>Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</td>
<td>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.</td>
<td>The 14 most stunning natural landmarks of Central/South America. <a href="http://misadventuresmag.com/14-most-stunning-natural-landmarks-in-centralsouth-america/">http://misadventuresmag.com/14-most-stunning-natural-landmarks-in-centralsouth-america/</a></td>
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**Latin American Culture Collage**

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-organized sentences.
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<td>written Spanish paragraphs. <strong>La Copa Mundial</strong>&lt;br&gt;Read about the World Cup soccer tournament and answer questions about its history. Then compare it to another sports competition that you research.</td>
<td><strong>Avancemos 2</strong>&lt;br&gt;La Copa Mundial Textbook: pp 106-107 CD 3: Track 10</td>
<td><strong>Avancemos 2</strong>&lt;br&gt;Comparación Cultural Los gestos y el espacio personal Textbook: p. 132</td>
</tr>
</tbody>
</table>
## Unit 2 Vocabulary
### Unidad 2: Vocabulario: El Mundo Hipánico

### Vocabulario
- 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

### El mundo Hispánico
- California u el suroeste
- El Centroamérica
  - Guatemala
  - El Salvador
  - Honduras
  - Nicaragua
  - Costa Rica
  - Panamá
  - Belice
- México
- La Sudamérica
  - 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

### Los verbos
- 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

### Revisión
- El tiempo
- La comida
- Las actividades
- Los adjetivos descriptivos
## Unit Project (Choose 1)

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

RUBRIC REQUIRED

RUBRIC REQUIRED