

# Spanish II Honors Curriculum



**Grade 9-12**

**Unit 4: ¡Viva el fin de semana!**

## *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 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

## Pacing Chart – Unit 4

#	Student Learning Objective	CCSS	6 Weeks
1	Identify and discuss aspects of teen culture in Spain including sports, weekend activities, and leisure.	<b>7.1.NH.A.4</b> <b>7.1.NH.A.6</b>	
2	Identify and discuss aspects of teen culture in Spain including social media, cellular phones, and Internet use and protocol.	<b>7.1.NH.B.4</b> <b>7.1.NH.C.2</b> <b>7.1.NH.A.6</b>	
3	Identify and discuss driving laws in Spain, including legal driving age, speed limit and road signs.	<b>7.1.NH.C.2</b> <b>7.1.NH.A.5</b> <b>7.1.NH.A.6</b>	
4	Discuss common modes of transportation in the Spanish speaking world.	<b>7.1.NH.A.2</b> <b>7.1.NH.B.2</b>	
5	Compare and contrast the automotive industry in the Spanish speaking world and the United States.	<b>7.1.NH.A.5</b> <b>7.1.NH.B.1</b> <b>7.1.NH.B.5</b> <b>7.1.NH.C.5</b>	

## **Educational Technology**

### **Standards**

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

- **Technology Operations and Concepts**
  - **Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.**
- **Creativity and Innovation**
  - **Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.**
- **Communication and Collaboration**
  - **Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.**
- **Digital Citizenship**
  - **Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.**
- **Research and Information Literacy**
  - **Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.**
- **Critical Thinking, Problem Solving, Decision Making**
  - **Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.**

## 21st Century Life & Career Skills

### Standards:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

### Learning and Innovation Skills:

#### ➤ Creativity and Innovation

- Use multiple points of view to create alternative solutions.

#### ➤ Critical Thinking and Problem Solving

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Implement problem-solving strategies to solve a problem in school or the community.

#### ➤ Communication and Collaboration Skills

- Determine an individual's responsibility for personal actions and contributions to group activities.
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Model leadership skills during classroom and extra-curricular activities.

#### ➤ Cross-Cultural Understanding and Interpersonal Communication

- Demonstrate the ability to understand inferences.
- Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

#### ➤ Career Exploration

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

## 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
- Elevate 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
- Concept Mapping
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Rubrics
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

<b>Grade: 9-12</b>	<b>Unit: Four</b>	<b>Topic: ¡Viva el fin de semana!</b>
<b>NJCCCS: 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.5</b>		
<b>ACTFL Standards:</b> <ul style="list-style-type: none"> <li>➤ <b>Interpersonal</b></li> <li>➤ <b>Interpretive</b></li> <li>➤ <b>Presentational</b></li> </ul>		

**Enduring Understanding**

- The amount of leisure time available and how it is spent varies among cultures
- Weekend sports and activities
- The presence and impact of Social Media and Internet on Spanish teenagers
- The legal driving age in Spain, rules and regulations

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<b>SLO # 1</b>  Identify and discuss aspects of teen culture in Spain including	<ul style="list-style-type: none"> <li>• What do you do on the weekends?</li> <li>• What do you learn about other cultures from various</li> </ul>	<b><u>Graphing</u></b> Graph time spent on leisure activities of a typical Spanish teenager. Compare to that of a typical American teenager.	<b>Living with Teenagers in Spain</b> <a href="http://spain.angloinfo.com/family/teenagers/">http://spain.angloinfo.com/family/teenagers/</a>	Culture of Café to meet friends

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>sports, weekend activities, and leisure.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.A.6</b> Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>	<p>activities?</p> <ul style="list-style-type: none"> <li>Where do Spanish teens go on weekends?</li> </ul>	<p><b><u>Role Play</u></b> Pair students to discuss their weekend plans, including outings with friends, visiting family and playing sports.</p> <p><b><u>Dialogues</u></b> Pair students to create original dialogues in a café and act it out in front of the group.</p>	<p><b>Teenage Life in Spain</b> <a href="http://www.donquijote.org/culture/spain/society/customs/teenage-life-in-spain">http://www.donquijote.org/culture/spain/society/customs/teenage-life-in-spain</a></p> <p><b>Teenage Life in Spain: Outdoor Socializing and Eating</b> <a href="http://teenlifeinspain.blogspot.com/">http://teenlifeinspain.blogspot.com/</a></p>	
<p><b>SLO # 2</b></p> <p>Identify and discuss aspects of teen culture in Spain including social media, cellular phones, and Internet</p>	<ul style="list-style-type: none"> <li>How have social media and smart-phones changed human communication?</li> <li>What are the similarities and differences on Internet and Social Media used</li> </ul>	<p><b><u>Twitter</u></b> Teacher: Tweet about Internet safety on your Spanish Twitter account. Students: respond and comment on the tweet within the Internet guidelines and</p>	<p><b>Social Media in Spain 2014: How Internet, mobile has changed the social landscape</b> <a href="http://businessculture.org/blog/2014/03/05/social-media-in-spain-2014/">http://businessculture.org/blog/2014/03/05/social-media-in-spain-2014/</a></p>	<p>The cyber world Internet Safety rules Internet protocols</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>use and protocol.</p> <p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p><b>7.1.NH.A.6</b> Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>	<p>among Spanish and American teens?</p> <ul style="list-style-type: none"> <li>Do you have a Social Media profile?</li> </ul>	<p>protocols.</p> <p><b><u>Advertisement</u></b> Create an Internet ad soliciting young teenagers to participate in after school activities, such as sports or leisure activities.</p> <p><b><u>Communication</u></b> Read the article on “Adolescentes y Medios de Comunicación”. Identify means of communication among teens and then write a short summary of the article.</p>	<p><b>Los jóvenes se sienten incompletos sin internet y las redes sociales</b>  <a href="http://www.elmundo.es/salud/2014/04/09/534563deca4741434c8b4578.html">http://www.elmundo.es/salud/2014/04/09/534563deca4741434c8b4578.html</a></p> <p><b>Uso del social media en España</b>  <a href="http://www.netambulo.com/2015/04/16/uso-del-social-media-en-espana/">http://www.netambulo.com/2015/04/16/uso-del-social-media-en-espana/</a></p> <p><b>Adolescentes y Medios de Comunicación</b>  <a href="https://www.euroresidentes.com/estilo-de-vida/adolescentes/adolescentes-y-medios-de-comunicacion">https://www.euroresidentes.com/estilo-de-vida/adolescentes/adolescentes-y-medios-de-comunicacion</a></p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>SLO # 3</b></p> <p>Identify and discuss driving laws in Spain, including legal driving age, speed limit and road signs.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.A.6</b> Identify the main idea and other significant</p>	<ul style="list-style-type: none"> <li>• What is the legal driving age in Spain? And in the United States?</li> <li>• How are car brands, speed limits, and driving laws in Spain reflective of French culture?</li> <li>• How do the systems of measure in the US and Spain differ?</li> </ul>	<p><b><u>Licencia para conducir</u></b> Create a Spanish Driver’s License including all the information found on an authentic license in the target language.</p> <p><b><u>Cálculo</u></b> Provide students with a brief passage describing a trip from one place to another in a Spanish region. Based on the speed limit in kilometers, calculate the time needed to travel from one place to another.</p> <p><b><u>Matching Activity</u></b> Students will match road signs and their meaning and significance. Teacher created sentences and signs.</p> <p><b><u>Permiso Internacional de Conducir</u></b> Read the information about International Driver’s License.</p>	<p><b>Local laws &amp; regulations in Madrid, Spain</b> <a href="http://www.gomadrid.com/practic/local-laws.html">http://www.gomadrid.com/practic/local-laws.html</a></p> <p><b>Travel and Driving Guide: Spain</b> <a href="http://www.autoeurope.com/pdf/TravelGuides/spain-travel-driving-guide-auto-europe.pdf">http://www.autoeurope.com/pdf/TravelGuides/spain-travel-driving-guide-auto-europe.pdf</a></p> <p><b>Units of Measurement</b> <a href="http://iberoamerican-universities.universia.net/en/spain/live/measurement-units.html">http://iberoamerican-universities.universia.net/en/spain/live/measurement-units.html</a></p> <p><b>La DGT</b> <a href="http://www.dgt.es/es/la-dgt/">http://www.dgt.es/es/la-dgt/</a></p> <p><b>Driving licenses for Spain</b> <a href="https://www.justlanded.com/english/Spain/Spain-">https://www.justlanded.com/english/Spain/Spain-</a></p>	<p>Legal driving age</p> <p>Driving rules, speed limits and road signs</p> <p>Authentic print material in the form Spanish Driver’s License</p> <p>The metric system followed in Europe.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
ideas in readings from age- and level-appropriate, culturally authentic materials.		Discuss in a whole group setting how to obtain one, where one can use it, etc.	<a href="#">Guide/Travel-Leisure/Driving-licenses-for-Spain</a> <b>Permiso Internacional de Conducir</b> <a href="http://www.automovilclub.cl/viajes/permiso-internacional-de-conducir">http://www.automovilclub.cl/viajes/permiso-internacional-de-conducir</a>	
<p><b>SLO # 4</b></p> <p>Discuss common modes of transportation in the Spanish speaking world.</p> <p><b>7.1.NH.A.2</b>            Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>	<ul style="list-style-type: none"> <li>• How does population and space impact transportation?</li> <li>• How does transportation differ across the Spanish speaking world?</li> <li>• What does sustainable transportation look like?</li> </ul>	<p><b><u>Survey</u></b>            Students conduct a survey on the type of transportation used by their peers within the class and create a chart with percentages.</p> <p><b><u>Directions</u></b>            Follow directions provided by the teacher in the target language and trace the path you must follow on a map to arrive to the destination.</p> <p><b><u>Travel Agent</u></b>            In groups of 2-3 students will create a travel plan for a family</p>	<p><b>Spanish Modes of transportation</b>  <a href="https://quizlet.com/566254/spanish-modes-of-transportation-flash-cards/">https://quizlet.com/566254/spanish-modes-of-transportation-flash-cards/</a></p> <p><b>Getting Around Madrid</b>  <a href="http://www.spaintravelguide.com/getting-around-madrid.html">http://www.spaintravelguide.com/getting-around-madrid.html</a></p> <p><b>Transportation in Spain</b>  <a href="http://www.europe-cities.com/en/637/spain/transportation/">http://www.europe-cities.com/en/637/spain/transportation/</a></p>	<p>AVE</p> <p>RENFE</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<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>for a trip to Central America or South America. Use different modes of travel.</p>	<p><b>Public Transport in Spain</b> <a href="http://www.spain-info.com/Living_in_Spain/Spanish-Public-Transport.htm">http://www.spain-info.com/Living_in_Spain/Spanish-Public-Transport.htm</a></p>	
<p><b>SLO # 5</b> Compare and contrast the automotive industry in the Spanish speaking world and the United States.</p> <p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>	<ul style="list-style-type: none"> <li>• What are the most popular car brands in Spain? And in the United States?</li> <li>• What is the role of the automotive industry in the Spanish economy?</li> <li>• Is the luxury car market in Spain/ Spanish speaking world equivalent to the luxury car market in the United States?</li> </ul>	<p><b><u>Car Dealership</u></b> In pairs, one being a car dealer and the other a buyer, discuss and negotiate your new purchase at the best market value price.</p> <p><b><u>Searching for Advertisements</u></b> Provide various ads from authentic newspapers or Internet ads. Have students read and report back to the group on the type of vehicle, color, cost, etc. that is in their ad.</p>	<p><b>Spanish Car Brands</b> <a href="http://auto-car-brands.com/spanish-car-brands/">http://auto-car-brands.com/spanish-car-brands/</a></p> <p><b>Spanish lesson Advanced 9. Spanish Cars</b> <a href="https://www.youtube.com/watch?v=gaZzIVoJsD8">https://www.youtube.com/watch?v=gaZzIVoJsD8</a></p>	<p>Automotive Brands: Seat, Tramontana, Pegaso</p>

<b>NJDOE Student Learning Objective</b>	<b>Essential Questions</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Cultural Products, Practices, and Perspectives</b>
<p><b>7.1.NH.B.1</b> Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <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.5</b> Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>		<p><b><u>Compare and Contrast</u></b> Compare and contrast Spanish and American made cars, including size, models, price, etc.</p> <p><b><u>Journal Entry</u></b> Write a journal entry about your dream car. Include description, size, color, cost, velocity, etc.</p>	<p><b>Journals</b></p>	



## Unit 4 Vocabulary

### Unidad 4: Vocabulario: ¡Viva el fin de semana!

<p><b><u>Vocabulario</u></b>          En casa/a casa          En el cine          En el café          En el estadio          En la piscina          A la playa          Ir de pesca/ Ir a pescar          En el campo          El bosque          El río          El lago          Un picnic          Una película          Una obra de teatro          Un paseo          Un billete          El metro          El autobús          El carro          A pie          La tarea          La tienda          El centro comercial          Un café          Un restaurante          Una discoteca          La marca del carro</p>	<p>La distancia          Un kilómetro          Una autoescuela          Una licencia de conducción          las señales de tráfico          La velocidad</p> <p><b><u>Expresiones</u></b>          Ayer          Ayer en la mañana          Ayer en la noche/ a noche          El próximo verano          El verano pasado          El año pasado          El fin de semana          El fin de semana pasado          El fin de semana próximo          Después          Antes          Primero          Finalmente          Entonces          Durante          Ahora          Ya          Hoy</p>	<p>Este fin de semana          Esta mañana          Este mes          Esta noche          Mañana          Día siguiente          El próximo sábado          El próximo mes          El próximo año          La próxima semana</p> <p><b><u>Los verbos</u></b>          Hablar          Llegar          Escuchar          Estudiar          Montar          Jugar          Pensar          Gustar          Comprar          Necesitar          Llevar          Visitar          Caminar          Continuar          Preguntar</p>	<p>Querer          Volver          Coger          Preferir          Conducir          Medir          Seguir          Salir          Ver          Ser          Estar          Ir          Dar un paseo</p> <p><b><u>Revisión</u></b>          Los números          Los colores          Los adjetivos descriptivos          La hora          Los deportes</p>
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## Unit Project (Choose 1)

Create an iMovie about your weekend activities. Include locations, parks, family gatherings, etc.

RUBRIC REQUIRED

2. Create a PPT on an automotive brand from Spain or another European country. Provide history, images of various models, important facts about the company, most popular models, price range, etc. Present to the whole group.

RUBRIC REQUIRED