

# Spanish II Honors Curriculum



**Grade 9-12**

**Unit 6: La Cultura pop**

## *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 6

Pacing Chart – Unit 6			
#	Student Learning Objective	CCSS	5 weeks
1	Identify and describe culturally authentic characters that influence Spanish teen culture.	<b>7.1.NH.A.1</b> <b>7.1.NM.C.5</b> <b>7.1.NM.C.4</b> <b>7.1.NH.A.6</b>	
2	Identify aspects of pop culture in Spain and Spanish-speaking countries regarding the music industry.	<b>7.1.NH.A.4</b> <b>7.1.NH.C.2</b> <b>7.1.NM.C.5</b>	
3	Identify aspects of the Spanish TV and movie industry and its reigning stars.	<b>7.1.NM.C.4</b> <b>7.1.NH.A.5</b> <b>7.1.NH.A.6</b>	
4	Identify aspects of Rap and Latin Hip-Hop music and its influence on the Spanish teen culture.	<b>7.1.NM.A.5</b> <b>7.1.NH.C.3</b> <b>7.1.NH.B.4</b> <b>7.1.NH.C.2</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><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></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><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></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
- 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

**Enduring Understanding**

- Idealization of pop artists
- Parallels exist globally
- There are multiple forms of art dominating each culture
- The influence of pop music, Rap and other genres

<b>Grade: 9-12</b>	<b>Unit: Six</b>	<b>Topic: La Cultura Pop</b>
<p><b>NJCCCS : 7.1.NM.A.5, 7.1.NM.C.4, 7.1.NM.C.5</b></p> <p style="text-align: center;"><b>7.1.NH.A.1, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.4, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NM.C.4, 7.1.NM.C.5</b></p>		
<p><b>ACTFL Standards:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Interpersonal</b></li> <li>➤ <b>Interpretive</b></li> <li>➤ <b>Presentational</b></li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>SLO # 1</b> Identify and describe culturally authentic</p>	<ul style="list-style-type: none"> <li>• Who is Topo Gigio and what is the impact on the Spanish culture?</li> </ul>	<p><b><u>Identification</u></b> Watch the video of Topo Gigio. Identify the character</p>	<p><b>Topo Gigio</b> <b>Quiero ser como mi papá</b> <a href="https://www.youtube.com/watch?v=VGdhKvif7iY">https://www.youtube.com/watch?v=VGdhKvif7iY</a></p>	<p><i>Topo Gigio</i> was the lead character of a children's puppet shown on Italian and Spanish television in</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>characters that influence Spanish teen culture.</p> <p><b>7.1.NH.A.1</b> Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NM.C.5</b> Name and label tangible cultural products and imitate cultural practices from</p>	<ul style="list-style-type: none"> <li>How do pop culture icons in Spanish and Spanish-speaking countries reflect culture?</li> </ul>	<p>and its traits. Discuss with a partner and identify another character from your culture to which it resembles.</p> <p><b>Summarize</b> Watch the video episode of “El Chapulín Colorado: El Bueno, El Malo y El Chapulín” and write a summary of the episode. Share your summary with a partner.</p> <p><b>Cultural products</b> Name and label various cultural pop icons and products i.e. images, names of shows, dances, song genres, etc.</p> <p><b>Journal Entry</b> Write a journal entry about your favorite childhood show or book. Explain why you liked it and how you exhibited your attachment to it: i.e.</p>	<p><b>El besito de las buenas noches</b> <a href="https://www.youtube.com/watch?v=5B9GBzTjeAU">https://www.youtube.com/watch?v=5B9GBzTjeAU</a></p> <p><b>El Chapulín Colorado El Bueno, El Malo y El Chapulín- video</b> <a href="https://www.youtube.com/watch?v=UONkz7GvySs">https://www.youtube.com/watch?v=UONkz7GvySs</a></p> <p><b>Journal</b></p>	<p>the early 1960s.</p> <p><i>El Chapulín Colorado</i> is a Mexican television comedy series that ran from 1972 to 1981 and parodied superhero shows. It was created by Roberto Gómez Bolaños, who also played the main character.</p> <p><i>Dora the explorer</i> is an American educational animated TV series. The series centers around Dora, an American girl of <i>Indigenous Mexican</i> heritage, with a love of embarking on quests related to an activity that she wants to partake of or a place that she wants to go to, accompanied by her talking purple</p>

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<p>the target culture(s).</p> <p><b>7.1.NH.C.4</b> Tell or retell stories from age- and level-appropriate, culturally authentic materials 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>carried it around, wore a t-shirt, stuffed animal, etc.</p> <p><b><u>El arte pop Colombiano</u></b> Read the article on “Cuatro auténticos artistas del pop art colombiano”. Identify the main idea and other details of the reading. Discuss with a partner and then report back to the whole group.</p> <p><b><u>La cultura pop de Argentina</u></b> Show students the videos on the “9 personajes grasa de la cultura pop argentina”. At the end of each video segment, allow students to write one to two sentences summarizing the video. Students report back to the whole group.</p>	<p><b>Cuatro auténticos artistas del pop art colombiano</b> <a href="http://revistadiners.com.co/artes/30052_cuatro-autenticos-artistas-del-pop-art-colombiano/">http://revistadiners.com.co/artes/30052_cuatro-autenticos-artistas-del-pop-art-colombiano/</a></p> <p><b>9 personajes grasa de la cultura pop argentina</b> <a href="http://www.dotpod.com.ar/9-personajes-grasa-de-la-cultura-pop-argentina/">http://www.dotpod.com.ar/9-personajes-grasa-de-la-cultura-pop-argentina/</a></p>	<p>backpack and anthropomorphic monkey companion named Boots (named for his beloved pair of red boots).</p>
<p><b>SLO # 2</b> Identify aspects of pop culture in Spain and Spanish-speaking countries regarding the</p>	<ul style="list-style-type: none"> <li>• What makes a pop star, a celebrity?</li> <li>• Who are the pop stars in the Spanish culture?</li> </ul>	<p><b><u>Biographies</u></b> Assign each student to research and present a celebrity’s biography. Presentations can include PPT, Prezi, Glogstr, etc. and must be</p>	<p><b>Hispanic Musicians and Singers</b> <a href="http://www.biography.com/people/groups/hispanic-musicians-and-singers">http://www.biography.com/people/groups/hispanic-musicians-and-singers</a></p>	<p>Plácido Domingo, Julio Iglesias and David Bisbal are music icons from Spain.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>music industry.</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.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.NM.C.5</b> Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<ul style="list-style-type: none"> <li>What is the role of pop culture in our society?</li> </ul>	<p>presented orally in the target language.</p> <p><b><u>Name that genre</u></b> Teacher plays few seconds of music or song. Students will write on white boards the genre: i.e. Bachata, salsa, flamenco, etc...</p> <p><b><u>Your own song</u></b> Using Spanish vocabulary, create lyrics in Spanish to an existing English song. Share it with the whole group.</p> <p><b><u>Categorize</u></b> Provide various artists' names, images, and song titles. In pairs, students categorize and label the cultural products.</p> <p><b><u>La música Mexicana</u></b> Read the article on "Música Mexicana" and write a short paragraph summarizing your reading. Play a sample musical piece to</p>	<p><b>Teacher created song/music cd</b></p> <p><b>Avancemos 2</b> Textbook: pp C2, C4, C6, C8, C10, C12, C14, C16, C18, C20, C22, C24</p> <p><b>Música Mexicana</b> <a href="http://www.donquijote.org/cultura/mexico/musica/">http://www.donquijote.org/cultura/mexico/musica/</a></p>	<p>Gloria Estefan, Shakira, and Ricky Martin are foreign born Latin artists who are internationally known.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		your students.  <b><u>Música típica dominicana</u></b> Read the article on “Música típica dominicana”. In pairs, students discuss the content of the article and report back to the whole group. Play a sample musical piece to your students	<b>Música típica dominicana</b> <a href="http://www.dominicanaonline.org/portal/espanol/cpo_tipica.asp">http://www.dominicanaonline.org/portal/espanol/cpo_tipica.asp</a>	
<b>SLO # 3</b> Identify aspects of the Spanish TV and movie industry and its reigning stars.  <b>7.1.NM.C.4</b> Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	<ul style="list-style-type: none"> <li>Who are the leading men and women in the Spanish movie industry? And Spanish TV?</li> <li>How does pop culture reflect the values of a society?</li> </ul>	<b><u>Video Discussion</u></b> Students watch a video segment of the telenovela “Maria la del barrio” about 4 minutes. Students list words they recognize. In pairs, students discuss the scene(s). Students watch the segment a second time. Students report back to the whole group with teacher guided discussions. <b>Or</b> Teacher provides questions to guide students into discussions.	<b>Maria la del barrio-telenovela</b> <a href="https://www.youtube.com/watch?v=7W6pT4Nm4OY">https://www.youtube.com/watch?v=7W6pT4Nm4OY</a>  <b>Avancemos 2</b> Comparación Cultural Textbook: p. 346	<i>Telenovelas</i> are a type of limited-run serial drama on Latin American TV. The word combines <i>tele</i> , short for <i>televisión</i> and <i>novela</i> , a Spanish word for "novel".  Chilean author <i>Isabel Allende</i> won worldwide acclaim when her bestselling first novel, <i>The House of the Spirits</i> , was published in 1982. In

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<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 ideas in readings from age- and level-appropriate, culturally authentic materials.</p>		<p><b><u>Telehistoria</u></b> Watch the telehistoria escena 1 segment from Avancemos DVD. Write a short summary of the scene.</p> <p><b><u>Listen and Read</u></b> Listen to CD 7, track 3 while you read page 314, activity 3 to assess comprehension of the telehistoria episode.</p> <p><b><u>Lectura</u></b> Read excerpts from a contemporary Latin American novel by Isabel Allende “La casa de los espíritus”. Summarize each paragraph and then share with a partner.</p>	<p><b>Avancemos 2</b> Textbook: pp 308-329 DVD 2 CD 7: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9, Cuaderno: pp 246-248, 249-251, 252-254, 255-256</p> <p><b>Avancemos 2</b> La casa de los espíritus Textbook: pp326-327</p>	<p>addition to launching Allende’s career as a renowned author, the book, which grew out of a farewell letter to her dying grandfather, also established her as a feminist force in Latin America’s male-dominated literary world and was made into an American movie.</p>
<p><b>SLO # 4</b> Identify aspects of Rap and Latin Hip-Hop music and its influence on the Spanish teen</p>	<ul style="list-style-type: none"> <li>• How does Spanish music and Rap influence and reflect the culture?</li> <li>• How does music challenge culture?</li> </ul>	<p><b><u>Historia del rap</u></b> Read the article “Historia del rap” and then write a summary. Read your summary to a partner.</p>	<p><b>Historia del rap</b> <a href="http://www.raperos.com/historia-del-rap/">http://www.raperos.com/historia-del-rap/</a></p>	<p>Latinos have been involved with the popularity of rap from the start. Artists such as Prince Whipper Whip (Puerto Rican) were there from the birth of hip hop.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>culture.</p> <p><b>7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p> <p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p>	<ul style="list-style-type: none"> <li>How is Rap music reflective of urban culture in Spain and the Spanish speaking world?</li> </ul>	<p><b><u>Journal Entry</u></b> Write a journal entry about a Rap song that you like. What is the message in the song?</p> <p><b><u>Discuss and write</u></b> In pairs, discuss your favorite style of music and then write a short summary about your partner’s preference.</p> <p><b><u>Filming a video</u></b> Have students work in small groups to imagine they are filming a music video. Assign a genre per group: i.e. rap, hip-hop, rock, etc. for an artist from a Spanish-speaking country. Students should focus on vocabulary using “vamos a + infinitive” form to say what they will do.</p> <p><b><u>Compose your message</u></b> You are hired to write lyrics to be used in a rap or hip-hop song with a peace message.</p>	<p><b>Historia del rap en America Latina</b> <a href="http://raplatin.blogspot.com/p/blog-page.html">http://raplatin.blogspot.com/p/blog-page.html</a></p> <p><b>A Latino history of Hip-Hop</b> <a href="https://www.youtube.com/watch?v=P0LNAo9vdPc&amp;feature=youtu.be&amp;t=21">https://www.youtube.com/watch?v=P0LNAo9vdPc&amp;feature=youtu.be&amp;t=21</a></p>	<p>Latin rap became main stream in 1988.</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.C.2</b></p> <p>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>		<p>Compose and perform your message.</p>		

## Unit 6 Vocabulary

### Unidad 6: Vocabulario: La Cultura Pop

<u><b>Vocabulario</b></u>		<u><b>Los verbos</b></u>	<u><b>Los adjetivos</b></u>
La cómic	El reportaje	Escuchar	Famoso/famosa
El humor	La música	Cantar	Hermoso/hermosa
Los personajes	El rock	Bailar	Guapo/guapa
El edición	El rap	Hablar	Brillante
La circulación	El folclórico	Pasar algo a	Gracioso/graciosa
La suscripción	La música clásica	Visitar	Divertido/divertida
El suscriptor	La música popular	Encontrar	Alto/alta
El abonado/la abonada	Una emisión	Quedar	Pequeño/pequeña
La estrella	El desfile de modelos	Acompañar	Viejo/vieja
El famosa/la famosa	Un metraje	Leer	Ambicioso/ambiciosa
Una canción	Un concierto	Conocer	Impulsivo/impulsiva
Una película	Los medios de comunicación	Hacer	Delicado/delicada
Una película de la semana/un telefilm	La prensa	Tener gracia	Aburrido/aburrida
Una película de terror	La cobertura de los medios	Salir	Tímido/tímida
Un documental	La prensa regional	Ver	Egoísta
Un drama	La prensa femenina	Ser	Joven
Una vocalista/Un cantor	La prensa sensacionalista	Estar	Amable
Un actor/una actriz	La agencia de prensa	Ir	Feliz
Un rapper/un rapero/una rapera	El jefe de prensa		Lindo/linda
Un cantante de rock	El comunicado de prensa		Triste
Un modelo			Sensible
Un artista			Original
Un cocinero/una cocinera			Rico/rica
Una columnista			Pobre
Un presentador de televisión/una presentadora de televisión			Adorable
			Amable

## Unit Project (Choose 1)

1. In groups of four, students will re-enact a movie scene or create their own segment with a story line in Spanish.. iMovies will be presented to the whole group. Students are encouraged to use props, costumes, music, etc...

RUBRIC REQUIRED

2. Assign students various Spanish stars from the music, TV, and movie industries and have them create a photo album/documentary on their famous stars. Students will present orally to the whole group.

(Allow students to be creative: iMovies, PPT, Slide shows, Photo albums, etc.)

RUBRIC REQUIRED