

Spanish III Honors Curriculum



Grade 9-12

Unit 5: España y sus regiones

Course Description

Philosophy

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: La salud, el aseo y rutinas diarias
2. Unit 2: Comida y nutrición
3. Unit 3: La familia
4. Unit 4: El futuro
5. Unit 5: España y sus regiones
6. Unit 6: Artes: el cine, el teatro y la televisión
7. Unit 7: El sistema político de España

Pacing Chart – Unit 5

Pacing Chart – Unit 5			
#	Student Learning Objective	CCSS	5 weeks
1	Identify and recognize Spain and its regions/territories including geography, climate, language (dialects), and demographics.	7.1.NH.A.3 7.1.NH.A.4 7.1.NH.C.3 7.1.IH.A.5	
2	Identify and demonstrate knowledge of Spanish gastronomy and festivals specific to each region.	7.1.NH.A.5 7.1.NH.B.3 7.1.NH.C.3 7.1.NH.C.5	
3	Demonstrate knowledge and discuss attractions, sites and monuments, outdoor and weekend activities specific to each region.	7.1.NH.A.5 7.1.NH.C.3 7.1.IH.A.2	

Educational Technology

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.

Accommodate Based on Students Individual Needs: Strategies

<p style="text-align: center;"><u>Time/General</u></p> <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 	<p style="text-align: center;"><u>Processing</u></p> <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 	<p style="text-align: center;"><u>Comprehension</u></p> <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 	<p style="text-align: center;"><u>Recall</u></p> <ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
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<p style="text-align: center;"><u>Assistive Technology</u></p> <ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<p style="text-align: center;"><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<p style="text-align: center;"><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<p style="text-align: center;"><u>Organization</u></p> <ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
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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/Multi Level 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, Roleplaying, 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

- Identifying cultural differences per region in the same country
- Unique celebrations and trademarks of each region
- Attractions and activities according to region and climate

Grade: 9-12	Unit: Five	Topic: España y sus regiones
NJCCCS: 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.3, 7.1.NH.C.3, 7.1.NH.C.5		
ACTFL Standards: <ul style="list-style-type: none"> ➤ Interpersonal ➤ Interpretive ➤ Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Interdisciplinary Connections
SLO # 1 Identify and recognize Spain and its regions/territories including geography,	<ul style="list-style-type: none"> • How many regions are there in Spain? And Spanish territories? 	<u>Regions</u> Assign a region per student, have them research it with selected information provided by the teacher i.e. climate,	Spain and its regions http://www.red2000.com/spain/region/ Regions of Spain http://www.spanish-	Spain has 17 autonomous regions known as "Comunidades Autónomas". In addition, the country is divided into 50 provinces.

<p>climate, language (dialects), and demographics.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</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.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p>	<ul style="list-style-type: none"> • What makes each region unique? And each state? 	<p>geographical location, language/dialects, populations, etc...And then have them present to the whole group. Students can also create a poster with the information before presenting.</p> <p><u>Geography Game</u></p> <p>Using the computer, have student play a geography game on “Regiones de España” to identify the various regions on a map. You can also divide the class in two teams, and use a map. Reward the winning team.</p> <p><u>Idiomas y dialectos en España</u></p> <p>Read the article on “Idiomas y dialectos en España” and then write a summary of the various languages and dialects spoken in Spain and its regions.</p>	<p>fiestas.com/regions/</p> <p>Avancemos 3 Textbook: pp 328-329</p> <p>La geografía de España http://keepschool.com/fiches-de-cours/lycee/espagnol/geografia-espana.html</p> <p>Idiomas y dialectos en España https://www.justlanded.com/espanol/Espana/Guia-Espana/Idioma/Idiomas</p>	<p>Montserrat</p> <p>Gibraltar</p> <p>Mediterranean Sea</p> <p>Cantabrian Sea</p> <p>Atlantic Ocean</p> <p>Moorish influences on language and architecture</p>
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		<p><u>Video/Think/Pair/Share</u></p> <p>Watch a video on one of the regions in Spain and have students identify aspects discussed. Students share their findings with a partner and then report back to the whole group.</p>	<p>Laguardia- País Vasco https://vimeo.com/31005410</p>	
<p>SLO # 2</p> <p>Identify and demonstrate knowledge of Spanish gastronomy and festivals specific to each region.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and</p>	<ul style="list-style-type: none"> • What are your state's signature foods? • What are your state specific celebrations and/or events? 	<p><u>Regional Cuisine</u></p> <p>Students search and write instructions of one regional recipe and share it with the whole class. Teacher collects all recipes and creates a class recipe booklet.</p> <p><u>Festival Presentations</u></p> <p>In pairs, student research a regional festival and create a poster to present to the whole group, describing the various details/observation/celebra</p>	<p>Bull running http://www.spanish-fiestas.com/festivals/san-fermin/</p> <p>La tomatina http://www.spanish-fiestas.com/festivals/la-tomatina/</p> <p>Las Fallas http://www.spanish-fiestas.com/festivals/las-fallas/</p> <p>Avancemos 3 Ferias de España</p>	<p><i>Flamenco</i> is a rather old fusion style of music. It has roots in Arabic, Jewish, and European traditions.</p> <p>Bullfighting</p> <p><i>Arroz</i> (rice) which is derived from Arabic was introduced to Spain by the Moors over 1200 years ago.</p> <p><i>Paella</i> which originated in Valencia is made of rice,</p>

<p>common idiomatic expressions of the target culture(s)/language during daily interactions.</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.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>		<p>tion of the festival, including time of year, costumes, and other specifics related to the celebration..</p> <p><u>Compare and Contrast</u> Select a State, a specific holiday/festival and compare/contrast with a Spanish regional holiday/festival. Write a one page essay with detailed descriptions and then share it with a partner.</p> <p><u>Cooking Video</u> Follow and make a Spanish regional recipe. Record your step by step instructions in Spanish, including your ingredients. Bring your final product to class to share while playing and presenting the video.</p>	<p>Textbook: pp C6-C7</p> <p>Avancemos 3 Comparación Cultural Textbook: p. 336</p> <p>Avancemos 3 El falmenco: classico y moderno Textbook: p. 344</p> <p>Recipes http://www.spanish-fiestas.com/recipes/</p> <p>España: Cultura y Tradiciones http://universidades-iberoamericanas.universia.net/espa%C3%B1a/vivir/cultura.html</p>	<p>tomatoes, onions and snails. Later, other sea food was added to the original recipe.</p> <p><i>Tapas</i> are small servings of wide variety of appetizers. They can be as simple as olives or cubes of cheese or sausage, or more complex like seafood or vegetable salads, or the famous <i>tortilla española</i>, a potato omelet served hot or cold. Going out for tapas is a popular social activity.</p>
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<p>SLO # 3</p> <p>Demonstrate knowledge and discuss attractions, sites and monuments, outdoor and weekend activities specific to each region.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal</p>	<ul style="list-style-type: none"> • What are some of the major sites to visit in your state? • What are some of the destinations and attractions to visit in your state? • What are some of the activities that are specific to your state? 	<p><u>Reading Comprehension</u></p> <p>In pairs, assign students articles to read from a Spanish website on sites and monuments.</p> <p><u>Journal Entry</u></p> <p>Write a one page journal entry about a weekend/outdoor activity that is state/region specific and then share it with a partner.</p> <p><u>Monument Description</u></p> <p>Select a monument specific to a Spanish region and compose a detailed description including location, name of monument, description, price (if applicable) to visit, etc.... Present it to the whole group.</p> <p><u>Andalucía</u></p> <p>Watch the video on Andalucía. In pairs,</p>	<p>Visita España https://www.youtube.com/watch?v=QGjcwpuoJX4</p> <p>El turismo en España https://www.youtube.com/watch?v=gfu6db9I9Ec</p> <p>Los mejores diez sitios de Barcelona https://www.youtube.com/watch?v=tFanREnTE0s</p> <p>Los diez sitios más interesante de Madrid https://www.youtube.com/watch?v=Zu0xOFM5JD Y</p> <p>Visitamos Mojácar, Almería [DESTINO ANDALUCIA] https://www.youtube.com</p>	<p>Sites and monuments per region and/or State.</p> <p>Activities specific to the region.</p> <p><i>Alhambra</i> is a palace and fortress complex located in Granada, Andalusia. Its name meaning "the red one" is derived from Arabic.</p> <p><i>Alcázar</i> of Seville is a royal palace in Seville, Spain which was originally developed by Moorish Muslim Kings.</p> <p>Moorish mosque</p> <p><i>La Sagrada Familia</i> is a large Roman Catholic church in Barcelona, Spain.</p> <p><i>Plaza Mayor</i> and <i>Puerta del Sol</i> are two major</p>
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<p>settings, through appropriate responses.</p>		<p>discuss your observations and then share with the whole group. *Teachers may show other videos of regions of Spain*</p> <p><u>Trip</u></p> <p>Plan a trip to one of the regions of Spain (teacher assigns one region per student). Include in your itinerary all the monuments/attractions you will visit during your trip, providing a brief description per visit. Share with a partner and then with the whole group.</p>	<p>/watch?v=gk83w5o7sIU</p>	<p>plazas in Madrid, Spain.</p> <p>Palacio Real</p> <p>Museo del Prado</p>
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Unit 5 Vocabulary

Unidad 5: Vocabulario: España y sus regiones

<p><u>Vocabulario</u></p> <p>Un país Un estado Una ciudad Un pueblo Un región Un río Una montaña Un bosque Un jardín Un jardín publico Un jardín botánico Un lago Un océano Un mar Una playa Una fiesta Una celebración Un castillo Un rey Una reina Una receta El toreo El torero</p>	<p>La comida El clima La geografía El dialecto La población El pueblo La gente</p> <p><u>Revisión</u></p> <p>Las celebraciones La comida Los monumentos Los adjetivos Los verbos Las preposiciones</p> <p>El mar mediterráneo El océano atlántico El golfo de Vizcaya Los Alpes Los Pirineos Montes de Toledo Sierra de Guadalupe Sierra Morena</p>	<p><u>Los regiones y las provincias</u></p> <p>Andalucía:</p> <ul style="list-style-type: none"> • Cádiz • Córdoba • Granada • Málaga • Sevilla • Huelva • Jaén • Almería <p>Aragón:</p> <ul style="list-style-type: none"> • Zaragoza • Huesca • Teruel <p>Asturias Islas Baleárica El País Vasco</p> <ul style="list-style-type: none"> • Vizcaya • Álava • Guipúzcoa <p>Islas Canarias</p> <ul style="list-style-type: none"> • Las Palmas • Santa Cruz de Tenerife <p>Cantabria</p>	<p>Castilla y León</p> <ul style="list-style-type: none"> • León • Palencia • Burgos • Zamora • Valladolid • Segovia • Soria • Salamanca • Ávila <p>Cataluña</p> <ul style="list-style-type: none"> • Barcelona • Gerona • Lleida • Tarragona <p>Extremadura</p> <ul style="list-style-type: none"> • Caceres • Badajoz <p>Galicia</p> <ul style="list-style-type: none"> • A Coruña • Pontevedra • Lugo • Orense <p>La Rioja</p>
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	Picos de Europa Rio Ebro Rio Júcar	Castilla de la Mancha <ul style="list-style-type: none"> • Guadalajara • Toledo • Cuenca • Ciudad Real • Albacete 	Madrid Murcia Navarra Valencia <ul style="list-style-type: none"> • Valencia • Castellón • Alicante
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Choose 1

Unit Project (Suggested)	Unit Project (Suggested)
<p>1. Create a multimedia rich presentation of one of the Regions in Spain or a Spanish territory. Include in your presentation demographics, languages used, climate, celebrations/festivals, music, regional gastronomy, and other aspects that are unique to your region. Present to the whole group in Spanish.</p> <p>RUBRIC REQUIRED</p>	<p>2. Your Spanish pen pal is planning a visit to the US and would like you to recommend the best sites and places to visit in your State.</p> <p>Create a multimedia rich presentation of your State including places to visit, State Parks, monuments, attractions, visits to neighboring States i.e. NY or PA, and provide reasons why you selected these locations. Present to the whole group.</p> <p>RUBRIC REQUIRED</p>