

# Spanish III Honors Curriculum



## Grade 9-12

### Unit 7: El sistema político de España

# *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

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Pacing Chart – Unit 7

#	Student Learning Objective	CCSS	5 weeks
1	Demonstrate knowledge and comprehension of Spanish history and historical events.	<b>7.1.IM.A.5</b> <b>7.1.NH.B.1</b> <b>7.1.IM.B.5</b> <b>7.1.IL.C.5</b>	
2	Identify the political parties and demonstrate knowledge and comprehension of the political system in Spain today.	<b>7.1.IL.C.2</b> <b>7.1.IH.B.5</b> <b>7.1.IH.C.3</b>	
3	Demonstrate knowledge and comprehension of Spain's monarchy and its governance.	<b>7.1.IM.A.3</b> <b>7.1.IH.B.5</b> <b>7.1.IL.C.2</b>	
4	Demonstrate knowledge and comprehension of Spain's presidency; identify the role of the President of the Government and the King of Spain.	<b>7.1.IH.A.4</b> <b>7.1.IH.C.3</b> <b>7.1.IL.C.2</b>	

- 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

<p style="text-align: center;"><b><u>Time/General</u></b></p> <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>	<p style="text-align: center;"><b><u>Processing</u></b></p> <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>	<p style="text-align: center;"><b><u>Comprehension</u></b></p> <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>	<p style="text-align: center;"><b><u>Recall</u></b></p> <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>
<p style="text-align: center;"><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<p style="text-align: center;"><b><u>Tests/Quizzes/Grading</u></b></p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<p style="text-align: center;"><b><u>Behavior/Attention</u></b></p> <ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<p style="text-align: center;"><b><u>Organization</u></b></p> <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/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**

- The importance of historical events to shape a nation
- Political development of a country and its relations globally
- Monarchs ceded land in exchange for loyalty and military service
- The role of the president and his team in decision making to run the country
- The freedoms exercised by the people as part of the policies and laws

<b>Grade: 9-12</b>	<b>Unit: Seven</b>	<b>Topic: El sistema político de España</b>
NJCCCS: 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.1, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5		
<b>ACTFL Standards:</b> <ul style="list-style-type: none"> <li>➤ Interpersonal</li> <li>➤ Interpretive</li> <li>➤ Presentational</li> </ul>		

<b>NJDOE Student Learning Objectives</b>	<b>Essential Question</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Interdisciplinary Connections</b>
<b>SLO # 1</b>  Demonstrate knowledge and comprehension of	<ul style="list-style-type: none"> <li>• Why is history important?</li> </ul>	<b><u>Timeline</u></b> Create a timeline of the Spanish Civil War and present it.	<b>Spanish civil war</b> <a href="http://www.britannica.com/event/Spanish-Civil-War">http://www.britannica.com/event/Spanish-Civil-War</a>	<i>La Guernica</i> was painted by the Cubist Spanish painter Pablo Picasso in 1937. Guernica refers to

<p>Spanish history and historical events.</p> <p><b>7.1.IM.A.5</b> Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <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.IM.B.5</b> Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics</p>	<ul style="list-style-type: none"> <li>• What are the leading causes of civil war?</li> <li>• How can cultural diffusion impact language and customs?</li> </ul>	<p><b><u>Journal Entry</u></b> In your journal, write a one page entry on the major events in the history of Spain after watching the video.</p> <p><b><u>Pair Discussion</u></b> In pairs, discuss the leading causes of civil war and the impact it leaves on its people and culture. Report back to the whole group.</p> <p><b><u>Compare/Contrast</u></b> Play a recording of “La Marcha Real” and then play a recording of Star-Spangled Banner”. Ask students to compare and contrast both national anthems, describing similarities and differences in tone,</p>	<p><b>La guerra civil española</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.donquijote.org/cultura/espana/historia/la-guerra-civil">http://www.donquijote.org/cultura/espana/historia/la-guerra-civil</a></li> <li>• <a href="http://www.claseshistoria.com/2guerramundial/antecedentes-espana.html">http://www.claseshistoria.com/2guerramundial/antecedentes-espana.html</a></li> </ul> <p><b>La historia de España in 15 minutos - video</b> <a href="https://www.youtube.com/watch?v=imDt6lIFps">https://www.youtube.com/watch?v=imDt6lIFps</a></p> <p><b>La Marcha Real- National Anthem - Song and Lyrics</b> <a href="https://www.youtube.com/watch?v=Ue4p3CoNjv0">https://www.youtube.com/watch?v=Ue4p3CoNjv0</a></p>	<p>the city that was bombed by Nazi planes during the Spanish Civil War.</p> <p>The <i>ruins of Belchite</i> survive today as a site where the ravages of the war are more striking than anywhere in contemporary Spain.</p>
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<p>and situations.</p> <p><b>7.1.II.C.5</b> Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p>		<p>selected words and meanings.</p> <p><b><u>Todo sobre España</u></b> Divide the class in groups and assign sections of "Todo sobre España". Each group will read their assigned part, discuss, and then report back to the whole group.</p>	<p><b>Todo sobre España</b> <a href="http://www.red2000.com/spain/primer/1hist.html">http://www.red2000.com/spain/primer/1hist.html</a></p>	
<p><b>SLO # 2</b></p> <p>Identify the political parties and demonstrate knowledge and comprehension of the political system in Spain today.</p> <p><b>7.1.II.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<ul style="list-style-type: none"> <li>• What is Spain's political structure?</li> <li>• What is a monarchy?</li> <li>• How do the symbols of government reflect the type of government in place?</li> <li>• How are political parties born?</li> </ul>	<p><b><u>Political Parties</u></b> In groups, assign students to a political party. Each group will discuss "their" party's core beliefs and mission. Each group will report back on "their" political party.</p> <p><b><u>Slogan</u></b> Students can select a political party that they can best associate with and/or relate to, to create a</p>	<p><b>Spanish Political Parties</b> <a href="http://metapolls.net/spanish-political-parties/#.V137lvmrTWI">http://metapolls.net/spanish-political-parties/#.V137lvmrTWI</a></p> <p><b>Elecciones 2015</b> <a href="http://www.bbc.com/mundo/noticias/2015/05/150524_espana_elecciones_regionales_municipales_aw">http://www.bbc.com/mundo/noticias/2015/05/150524_espana_elecciones_regionales_municipales_aw</a></p>	<p>Spain's political parties:</p> <p><b>PP:</b> Partido Popular <b>PSOE:</b> Partido Socialista Obrero Español <b>IU:</b> Izquierda Unida <b>UPyD:</b> Union Progreso y Democracia <b>PNV:</b> Partido Nacionalista Vasco <b>ERC:</b> Esquerra Republicana de Catalunya <b>CiU:</b> Convergencia i Unió</p>

<p><b>7.1.IH.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p><b>7.1.IH.C.3</b> Use language creatively in writing for a variety of purposes.</p>		<p>slogan. Students will share their slogan and then display them around the classroom.</p> <p><b>Essay</b> Write a one page essay on the political party of your choice, describing the importance of its mission and beliefs and then read it aloud to a partner.</p>		
<p><b>SLO # 3</b></p> <p>Demonstrate knowledge and comprehension of Spain's monarchy and its governance.</p> <p><b>7.1.IM.A.3</b> Analyze the use of verbal and non-verbal etiquette (i.e., gesture, intonation, and cultural practices) in the target culture(s) to determine the meaning of</p>	<ul style="list-style-type: none"> <li>• How did monarchies shape Europe?</li> <li>• In what ways is the government reflective of the culture and/or values of its people?</li> <li>• How has the Spanish government evolve?</li> </ul>	<p><b>Compare and Contrast</b> Compare and contrast Spanish and US governments. Share your observations with a partner and then report back to the whole group.</p> <p><b>Journal Entry</b> Write a one page journal entry about Spain's Monarchy. Include facts and important dates. Read aloud your entry to a</p>	<p><b>Historia de España y su Monarquía 1: Casa de Austria - video with complete text</b> <a href="https://www.youtube.com/watch?v=H6GGVPAnEFM">https://www.youtube.com/watch?v=H6GGVPAnEFM</a></p> <p><b>Historia de España y su Monarquía 1: Casa de Borbon - video with complete text</b></p>	<p>Spain is a constitutional monarchy whose government is defined by the Constitution of Spain. This was approved by a general referendum of the people of Spain in 1978.</p> <p><i>President of the Government</i>, sometimes misleadingly called "the Spanish President", is the</p>

<p>a message.</p> <p><b>7.1.IH.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p><b>7.1.II.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>		<p>partner.</p> <p><b><u>Discussion</u></b> In pairs, discuss the pros and cons of a monarchy. Share with the whole group.</p> <p><b><u>Student Reports</u></b> Assign students to research and report about a King who ruled Spain beginning 1474 and on.</p>	<p><a href="https://www.youtube.com/watch?v=kGdonbr-kYw">https://www.youtube.com/watch?v=kGdonbr-kYw</a></p> <p><b>España es una Monarquía</b> <a href="http://thales.cica.es/rd/Recursos/rd98/Historia/03/espaa_es_una_monarquia.html">http://thales.cica.es/rd/Recursos/rd98/Historia/03/espaa_es_una_monarquia.html</a></p> <p><b>Reyes de España</b> <a href="http://www.culturageneral.net/historiaespana/reyes.htm">http://www.culturageneral.net/historiaespana/reyes.htm</a></p>	<p>first minister and is elected by the Congress of Deputies. He is informally but internationally and commonly referred to as the "Prime Minister".</p>
<p><b>SLO # 4</b></p> <p>Demonstrate knowledge and comprehension of Spain's presidency; identify the role of the President of the Government and the King of Spain.</p> <p><b>7.1.IH.A.4</b></p>	<ul style="list-style-type: none"> <li>• How do leaders represent the values and culture of a nation?</li> <li>• How long does the president serve during his presidency in Spain? And in the US?</li> <li>• How old do you have</li> </ul>	<p><b><u>Discussion</u></b> In pairs, discuss the role of the President of the Government. Report back to the whole group.</p> <p><b><u>Biography</u></b> Assign a current or past President of the Government or King of Spain and have students</p>	<p><b>Casa Real</b> <a href="http://www.casareal.es/ES/MonarquiaHistoria/Paginas/historia-monarquia.aspx#">http://www.casareal.es/ES/MonarquiaHistoria/Paginas/historia-monarquia.aspx#</a></p> <p><b>The Spanish President and the Council of Ministers</b> <a href="http://study.com/academy/lesson/heads-of-spanish-">http://study.com/academy/lesson/heads-of-spanish-</a></p>	<p>Spain's government is a parliamentary democracy.</p> <p>Spain's head of state is King Felipe VI, who replaced his father, Juan Carlos II, in 2014. Juan Carlos came to the throne in 1975 upon the death of the dictator Franco, who</p>

<p>Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p><b>7.1.IH.C.3</b> Use language creatively in writing for a variety of purposes.</p> <p><b>7.1.II.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p>to be to vote in Spain? And in the US?</p> <ul style="list-style-type: none"> <li>• How would you define freedom?</li> <li>• Why is diplomacy important?</li> </ul>	<p>write a Biography in Spanish and then present it as their own. Include a picture of the individual.</p> <p><b><u>Essay</u></b> Write a one page essay identifying the importance and the role of the President of the Government. How is he elected? What and how are the decisions made in governing?</p> <p><b><u>Poster</u></b> Based on your comprehension of the Spanish government and the roles of the President of the Government and the King, create a poster that reflects your view of the power of the aforementioned men.</p>	<p><a href="http://www.mequieroir.com/paises/espana/emigrar/descripcion/gobierno/government-the-spanish-president-council-of-ministers.html">government-the-spanish-president-council-of-ministers.html</a></p> <p><b>Tipo de Gobierno</b> <a href="http://www.mequieroir.com/paises/espana/emigrar/descripcion/gobierno/">http://www.mequieroir.com/paises/espana/emigrar/descripcion/gobierno/</a></p>	<p>restored the monarchy before his passing.</p>
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## Unit 7 Vocabulary

### Unidad 7: Vocabulario: El sistema político de España

<p><b><u>Vocabulario</u></b>          Un gobierno          Una embajada          Un embajador          Una embajadora          Una asamblea          Una cédula de votación          Un gabinete          La campaña          Un candidato          Una candidata          Un comité          Una constitución          Un tribunal          La democracia          Un diputado          Una bandera          Una elección          Un emperador          Una imperadora          Al presidente          La primera dama          Las fuerzas armadas</p>	<p>La legislación          El voto          La ley          El alcalde          La alcaldesa          El ministro          La monarquía          El político          La política          El poder          El comisario          El ministro de justicia          La propaganda          Le referéndum          El rey          La reina          La representación          La república          La revolución          El senado          El senador          La ciudadanía          La nacionalidad</p>	<p>La tradición          La negociación          El mayor          El menor    <b><u>Adjetivos</u></b>          Honorable          Fuerte          Joven          Arrogante          Agradable          Humilde          Leal          Bajo/baja          Diplomático/ diplomática          Complicado/complicada          Atrevido/atrevida          Confiado/confiada          Educado/educada          Sabio/sabia</p>	<p><b><u>Los verbos</u></b>          Gobernar          Elegir          Votar          Delegar          Decidir          Destituir          Acusar          Seleccionar          Regular          Designar          Tener el poder          Conservar          Confirmar</p>
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Los impuestos	La coronación		
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Choose 1

Unit Project (Suggested)	Unit Project (Suggested)
<p>1. Prepare a combined project with the Social Studies teacher to help students understand the importance and the impact of Spain's Civil War. Students prepare a comparative time line showing world events, US events, and overlay the Spanish timeline. Students present their work to the whole group.</p> <p>RUBRIC REQUIRED</p>	<p>2. In groups, create presidential campaign questions in Spanish and then act it out in class. Questions should be focused on various issues per group i.e. education, health, immigration, etc...</p> <p>RUBRIC REQUIRED</p>