

Spanish IV Honors Curriculum



Grades 9-12

Unit 1: California, el suroeste, y otros estados

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: California y el suroeste
2. Unit 2: Centroamérica: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica y Panamá
3. Unit 3: México
4. Unit 4: Sudamérica: Venezuela, Colombia, Ecuador, Perú, Bolivia, Chile, Paraguay, Uruguay, Argentina
5. Unit 5: El Caribe: Cuba
6. Unit 6: República Dominicana
7. Unit 7: Puerto Rico

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 1 | | | |
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| # | Student Learning Objective | CCSS | 4 weeks |
| 1 | Determine the role and the influence of Spanish culture in California and the Southwest. | 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.B.5 7.1.IH.B.6 | |
| 2 | Identify and determine Spanish cultural aspects in North America including food, art, music, and customs. | 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.C.2 7.1.IL.C.4 7.1.IH.B.6 | |
| 3 | Identify and determine Spanish cultural aspects in New York, New Jersey and Miami including food, art, movies, and music. | 7.1.IH.A.4 7.1.IH.C.2 7.1.IH.B.3 7.1.IH.C.3 | |
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- 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

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| <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/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Enduring Understanding

- Latin-American history and the presence of the Latin culture today
- Spanish language dominance in North America
- The Latin-American cultural influence in the United States

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| Grade: 9-12 | Unit: One | Topic: California, el suroeste, y otros estados |
| <p>NJCCCS: 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.B.3, 7.1.IL.B.5, 7.1.IL.B.6, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4</p> | | |
| <p>ACTFL Standards:</p> <ul style="list-style-type: none"> ➤ Interpersonal ➤ Interpretive ➤ Presentational | | |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Interdisciplinary Connections |
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| <p>SLO # 1</p> <p>Determine the role and the influence of Spanish culture in California and the Southwest.</p> | <ul style="list-style-type: none"> • What were the causes and effects of the Mexican American War? • How do individuals and cultures determine | <p><u>Journal Entry</u></p> <p>Write in your journal a one to two pages entry discussing the Spanish cultural influences in your neighborhood. Include positive and negative</p> | <p>Los hispanos ya son mayoría en California - video</p> <ul style="list-style-type: none"> • http://www.bbc.com/mundo/video_fotos/2014/04/140313_video_hispanos_california | <p>Since Latinos became the largest ethnic minority in the United States, there has been a massive growth in Spanish media, music, art, and literature, which in turn is having an</p> |

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| <p>7.1.II.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further</p> | <p>human rights, needs, and privileges?</p> <ul style="list-style-type: none"> • How do cultural origins evolve over a period of time? | <p>aspects as viewed in general. Share your entry with a partner.</p> <p><u>Compare/Contrast</u> In pairs, compare and contrast the Mexican culture with that of the American one in California. Share your findings with your peers in a whole group.</p> <p><u>Short Essay</u> Describe an influential Mexican person or your favorite Mexican restaurant in a short well composed essay. Teacher will select few students to read aloud.</p> <p><u>Reading Comprehension</u> In pairs, read the dialogue from Avancemos on p. 226. Discuss and then answer the questions on page 227. Share your responses in a whole group discussion.</p> | <p>mayoria_jg</p> <ul style="list-style-type: none"> • http://www.univision.com/noticias/inmigracion/hispanos-mayoria-en-california <p>Spanish and Mexican Influences in California http://www.csun.edu/neh/</p> <p>Hispanic Influence on California https://prezi.com/_3sgld1kui/hispanic-influence-on-california/</p> <p>Cultura Hispana en los Estados Unidos https://telos.fundaciontelefonica.com/telos/articulotribuna.asp?idarticulo=1&rev=59.htm</p> <p>Avancemos 4 Contexto Diálogo Textbook: pp 226-227 Actividades: 13, 14</p> | <p>increasingly dramatic effect on American culture.</p> <p>Mexican Americans have used the word “<i>Chicano</i>” to describe people of Mexican origin living in the United States since the early twentieth century.</p> <p>Originally known as the National Farm Workers Association, the UFW was founded in 1962 and came to national prominence when it led the Delano grape strike three years later. After five years of strikes and boycotts under the leadership of UFW co-founders <i>Cesar Chavez</i> and <i>Dolores Huerta</i>, the UFW pushed the grape industry to negotiate contracts with the union.</p> |
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| <p>personal and/or academic goals.</p> | | <p><u>Entrevista</u> Dramatize the situations listed in Avancemos textbook on p. 227 # 14. Report back to the whole group. Answers will vary.</p> | | |
| <p>SLO # 2</p> <p>Identify and determine Spanish cultural aspects in North America including food, art, music, and customs.</p> <p>7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.II.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural</p> | <ul style="list-style-type: none"> • How does language evolve? • What is it like to be a Spanish speaker in the US? | <p><u>Video Discussion</u> Watch a short video segment on "Celebra la Cultura Latina". In pairs, students discuss the arts, music, food and customs featured in the video.</p> <p><u>Compare/Contrast</u> Compare and contrast the Mexican culture with another Spanish-speaking country's culture. Include proper etiquette, gestures, and linguistic differences. Students may use their own Hispanic heritage to compare.</p> <p><u>Latin Pride</u></p> | <p>10 Places In California With Strong Hispanic Influences http://www.huffingtonpost.com/2013/12/16/california-hispanic-influences_n_4454800.html</p> <p>Disney ; Viva Navidad! Celebra la Cultura Latina- video https://www.youtube.com/watch?v=mixHhCELd9g</p> <p>Festival-Feria Cultural Latinoamericana http://www.prnewswire.com/news-releases/universal-music-latin-entertainment-crea-</p> | <p>Mexican telenovelas are viewed throughout the Spanish-speaking world and are dubbed in many countries worldwide.</p> <p><i>TexMex</i> cuisine originally began as an abbreviation for the Texas and Mexican Railroad, chartered in 1875. By the 1920s, some people were using “Tex-Mex” (with hyphen added) to describe people of Mexican descent living in Texas—more accurately called Tejanos—and eventually the label would be applied to the Mexican-style food typical of the</p> |

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| <p>practices) in the target culture(s) and in one's own culture.</p> <p>7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.II.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> | | <p>Students create a short poem in honor of Latin Pride.</p> <p><u>Reading Comprehension</u> Students read the article "Los Ángeles respira la cultura mexicana". In pairs, students discuss the contents and highlight the most important aspects. Invite students to a whole group discussion.</p> <p><u>Reading Comprehension</u> Read the article from El Economista about "Los Ángeles estrena centro cultural mexicano". Write a summary of the article and then read aloud to a partner.</p> <p><u>El Muralismo</u> Read about "El Muralismo Mexicoamericana" and "El Movimiento Muralista Mexicano".</p> | <p>el-primer-festival-de-cultura-latina-en-los-estados-unidos-514544431.html</p> <p>Los Ángeles respira la cultura mexicana http://www.laopinion.com/2012/07/09/los-angeles-respira-la-cultura-mexicana/</p> <p>La comida mexicana http://www.donquijote.org/cultura/mexico/sociedad/gastronomia/</p> <p>Los Ángeles estrena centro cultural mexicano – El Economista http://eleconomista.com.mx/entretenimiento/2011/04/13/angeles-estrena-centro-cultural-mexicano</p> <p>Avancemos 4 Comparación cultural El muralismo mexicoamericano</p> | <p>region.</p> <p><i>El Álamo</i> was named for the grove of cottonwood trees in which it stands. It was the chapel of the Mission San Antonio de Valero, founded in 1716. In December 1835, Texans were at war with Mexico, seeking independence. Members of the volunteer army captured the city of San Antonio, and occupied the Álamo. The leader of the Texas independence movement, Sam Houston, advised the volunteers to abandon the Álamo, but they refused. In February 1836, Mexican troops under the command of General Anotnio López de Santa Anna began a seige of the Álamo.</p> |
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| | | <ul style="list-style-type: none"> • Provide students with a picture from that movement and have them write a description/interpretation of the image. • Discuss and analyze the image in a whole group discussion. <p><u>Emotions</u> Read and analyze the poem “Lo fatal” by Rubén Darío from Avancemos textbook pp 340-341.</p> <ul style="list-style-type: none"> • Answer questions on page 341 • Write a page about a lesson learned from difficult times you have experienced and the painful emotions you’ve had that are part of your life. i.e. move to a new country, changing schools, etc. | Textbook: p. 327 Movimiento Muralista Mexicano http://consulmex.sre.gob.mx/atlanta/index.php/component/content/article/22-asuntos-comunitarios/299-movimiento-muralista-mexicano El Álamo- en Español http://www.studyspanish.com/comps/alamo.htm Avancemos 4 Lectura Literaria Lo fatal – Rubén Darío Textbook: pp 340-341 | |
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| <p>SLO # 3</p> <p>Identify and determine Spanish cultural aspects in New York, New Jersey and Miami including food, art, movies, and music.</p> <p>7.1.IH.A.4 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>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using</p> | <ul style="list-style-type: none"> • In what ways is the Spanish culture dominant in NY? In NJ? And in Miami? • What is the evidence of linguistic diversity in some areas? • How is diversity accepted? | <p><u>Discussion</u> In pairs, discuss the various cultural aspects present in NY and NJ. Include celebrations, parades, restaurants, etc...Discuss cities that have a large dominant Latino group i.e. Union City, Paterson, etc...</p> <p><u>Food Festival</u> Students present a cultural dish including a recipe. They will explain the preparation steps to their peers and answer questions. Recipes will be shared through a class cook book assembled by the teacher.</p> <p><u>Biography</u> Assign students a Latin American artist. Students will prepare a biography and then present it as their own story.</p> | <p>Arranca festival "A bailar" que explora la cultura latina http://www.ny1noticias.com/ca/antelope-valley/arte-cine-teatro/2015/02/18/arranca-festival--a-bailar--que-explora-la-cultura-latina.html</p> <p>Avancemos 4 Comparación Cultural Textbook: p. 225</p> <p>Avancemos 4 Nota Cultural Textbook: p. 266</p> <p>Avancemos 4 Comparación Cultural La música latina Textbook: p. 301</p> <p>Avancemos 4 Comparación cultural Programas de ayer y de hoy Textbook: p. 371</p> | <p>West New York (18.02%) and Union City (14.24%) have the highest percentages of Cuban population in the State of New Jersey.</p> <p>Citi.data.com estimated 57.6% of the population in Paterson in 2010 was of Hispanic or Latino decent.</p> |
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| <p>culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> | | <p><u>Reading Comprehension</u> Students read "A pesar de todo". In groups, discuss the situation and feelings of the exile from Cuba according to the narrator. Individually, write a short essay of an experience where you had similar feelings.</p> <p><u>Media</u> Read the article “El español y los medios de comunicación en Estados Unidos: ¿Cultura de inmigración o cultura étnica?” and write a summary of your Reading.</p> <p><u>El Mercado Hispano de los Estados Unidos</u> Read the article “El mercado hispano de Estados Unidos. Oportunidades y desafíos”. Discuss with a partner and report back to the whole group.</p> | <p>Avancemos 4 A Pesar de todo Textbook: pp 267-269</p> <p>El español y los medios de comunicación en Estados Unidos: ¿Cultura de inmigración o cultura étnica? http://cvc.cervantes.es/lengua/espanol_eeuu/comunicacion/ccrommet.htm</p> <p>El mercado hispano de Estados Unidos. Oportunidades y desafíos http://cvc.cervantes.es/lengua/espanol_eeuu/comunicacion/dsolomon.htm</p> | |
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Unit 1 Vocabulary

Unidad 1: Vocabulario: California, el suroeste, y otros estados

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| <p><u>Vocabulario</u></p> <p>Los mexicanos Los cubanos Los dominicanos Los puertorriqueños Los tejanos Los chicanos Los hispanos Los latinos Los inmigrantes La inmigración El norte El sur El este El oeste El suroeste El arte La música La baile El festival La escultura El restaurante El grafiti El concierto</p> | <p>La televisión Los personajes El artista El reportero La geografía El clima Los dialectos El español Los estados unidos El barrio latino La cocina regional El TexMex</p> <p><u>Las ciudades/Los estados</u></p> <p>California - Los Angeles, etc... Nueva York - Washington Heights, Flushing, Corona, Sunset Park Nueva Jersey - West New York, Union City, Paterson, etc... Florida - Miami Texas - Dallas, Houston, Austin</p> <p><u>Revisión</u></p> <p>La comida Los actividades Las celebraciones El tiempo</p> |
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Choose 1

| Unit Project (Suggested) | Unit Project (Suggested) |
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| <p>1. Video Blog - Document your weekend through a video blog. Include wake up time, meals, activities, visits, outings, text messages, calls, etc.... en Español.</p> <p style="text-align: center; margin-top: 20px;">RUBRIC REQUIRED</p> | <p>2. Create a video of yourself making an authentic meal from one of the Spanish influenced North American states. Explain in Spanish in your video a step by step process of your cooking, including ingredients used, the amount, and the quality. Bring the final product to class for a taste.</p> <p style="text-align: center; margin-top: 20px;">RUBRIC REQUIRED</p> |