

# Spanish IV Honors Curriculum



## Grades 9-12

**Unit 2: Centroamérica: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica y Panamá**

## *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 2

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#	Student Learning Objective	CCSS	5 weeks
1	Identify, discuss and demonstrate your knowledge of Guatemala and El Salvador concentrating on culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.	<b>7.1.IL.A.1</b> <b>7.1.IL.A.5</b> <b>7.1.IL.A.6</b> <b>7.1.IL.C.2</b> <b>7.1.IH.A.6</b>	
2	Identify, discuss and demonstrate your knowledge of Honduras and Nicaragua, concentrating on culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.	<b>7.1.IL.A.4</b> <b>7.1.IL.B.5</b> <b>7.1.IL.C.3</b>	
3	Identify, discuss and demonstrate your knowledge of Costa Rica and its culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.	<b>7.1.IL.A.4</b> <b>7.1.IH.A.5</b> <b>7.1.IL.B.5</b> <b>7.1.IL.C.2</b>	
4	Identify, discuss and demonstrate your knowledge of Panama and its culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.	<b>7.1.IL.A.4</b> <b>7.1.IH.C.3</b> <b>7.1.IL.A.5</b> <b>7.1.IL.B.5</b> <b>7.1.IL.C.2</b>	

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>Extra time for assigned tasks</li> <li>Adjust length of assignment</li> <li>Timeline with due dates for reports and projects</li> <li>Communication system between home and school</li> <li>Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>Extra Response time</li> <li>Have students verbalize steps</li> <li>Repeat, clarify or reword directions</li> <li>Mini-breaks between tasks</li> <li>Provide a warning for transitions</li> <li>Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>Precise step-by-step directions</li> <li>Short manageable tasks</li> <li>Brief and concrete directions</li> <li>Provide immediate feedback</li> <li>Small group instruction</li> <li>Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-made checklist</li> <li>Use visual graphic organizers</li> <li>Reference resources to promote independence</li> <li>Visual and verbal reminders</li> <li>Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>Computer/whiteboard</li> <li>Tape recorder</li> <li>Spell-checker</li> <li>Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Study guides</li> <li>Shortened tests</li> <li>Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>Consistent daily structured routine</li> <li>Simple and clear classroom rules</li> <li>Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>Individual daily planner</li> <li>Display a written agenda</li> <li>Note-taking assistance</li> <li>Color code materials</li> </ul>

## Enrichment

### **Accommodate Based on Students individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- 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**

- The influence of Spanish settlers present in daily lives
- The presence of indigenous groups and other practices as part of the culture
- The role of religion and practices and its influence on culture

<b>Grade: 9-12</b>	<b>Unit: Two</b>	<b>Topic: Centroamérica: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica y Panamá</b>
<p><b>New Jersey Core Curriculum Content Standards (NJCCCS):</b>  <b>7.1.IL.A.1, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.6, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3</b></p>		
<p><b>ACTFL Modes of Communication:</b></p> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>SLO # 1</b> Identify, discuss and demonstrate your knowledge of Guatemala</p>	<ul style="list-style-type: none"> <li>• What were the major influences in the Guatemalan culture?</li> </ul>	<p><b><u>Listening Comprehension/video discussion</u></b> Watch a video on the</p>	<p><b>Cultura de Guatemala</b> <a href="http://www.donquijote.org/cultura/guatemala/">http://www.donquijote.org/cultura/guatemala/</a></p>	<p><i>Los Mayas, los Xincas, los Ladinos, and los Garífunas are known as the four cultures of Guatemala.</i></p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and El Salvador concentrating on culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.</p> <p><b>7.1.II.A.1</b> Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.II.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b> Identify the main idea, theme, and most supporting details in readings from age- and</p>	<ul style="list-style-type: none"> <li>• What are the roles of religious beliefs amongst indigenous groups?</li> <li>• How did the civil war in El Salvador shape the country and its culture?</li> </ul>	<p>culture of Guatemala. In pairs, discuss your observations and share with the whole group.</p> <p><b><u>Journal Entry</u></b> Write a one page journal entry about one of the four cultures of Guatemala and its influences. Compare/contrast it to your culture. Share with a partner and then a whole class discussion.</p> <p><b><u>Comic</u></b> Using makebeliefscomix.com, create a comic illustrating a cultural costume.</p> <p><b><u>Regional Cuisine</u></b> Select a recipe for a regional meal and write a short comparison to a meal similar in your culture. Share with a partner then with the whole group.</p>	<p><b>Las Cuatro Culturas de Guatemala</b> <a href="http://mundochapin.com/2014/07/las-cuatro-culturas-de-guatemala/24266/">http://mundochapin.com/2014/07/las-cuatro-culturas-de-guatemala/24266/</a></p> <p><b>Cultura Guatemala - video</b> <a href="https://www.youtube.com/watch?v=wkwe13YFeaE">https://www.youtube.com/watch?v=wkwe13YFeaE</a></p> <p><b>Guatemala: Cultura Indigena Terra Maya - video</b> <a href="https://www.youtube.com/watch?v=fGx0CK58IK4">https://www.youtube.com/watch?v=fGx0CK58IK4</a></p> <p><b>Costumbres de Guatemala: Comida Típica</b> <a href="https://www.youtube.com/watch?v=ZxvDmlWPWUY">https://www.youtube.com/watch?v=ZxvDmlWPWUY</a></p> <p><b>GUATEMALA quetzal cultura maya musica folklorica</b> <a href="https://www.youtube.com/watch?v=dJjiN2zBFO0">https://www.youtube.com/watch?v=dJjiN2zBFO0</a></p>	<p>The <i>Guatemala Quetzal</i> (GTQ): One unit of Guatemalan currency is called the quetzal. The Guatemala quetzal is divided into 100 centavos.</p> <p>The monetary unit of El Salvador until 2004 was the colon which consisted of 100 centavo. In the cash circulation there were notes in nominal value 5, 10, 25, 50, 100 and 200 colons. On the back of all denominations was a seated Christopher Columbus's portrait (in Spanish Kristobal Colon) was seated. Since January 2001, the US dollar is entered into the circulation as a leading world currency.</p>

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<p>level-appropriate, culturally authentic materials.</p> <p><b>7.1.II.C.2</b></p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.IH.A.6</b></p> <p>Analyze and critique readings from culturally authentic materials.</p>	<ul style="list-style-type: none"> <li>• How did language evolve in El Salvador?</li> <li>• How did Spanish settlers influence the Salvadorian culture?</li> <li>• What are the effects of Civil War on culture?</li> </ul>	<p><b><u>Reading Comprehension</u></b></p> <p>Students read "el Salvador: Historia, lengua y cultura". In pairs, students discuss the article and then share their observations with the whole group.</p> <p><b><u>Poem</u></b></p> <p>Students create a descriptive poem about scenery from the target culture specific to Guatemala or El Salvador. Students take turns to read aloud their poem.</p> <p><b><u>Journal Entry</u></b></p> <p>Watch the documentary "Viajar a el Salvador". In your journal, write a one page entry of what intrigued you in the video and why you would love to explore El Salvador. Read your entry to a partner.</p>	<p><b>El Salvador: Historia, Lengua y Cultura</b></p> <p><a href="http://www.guiamundialdeviajes.com/el-salvador/historia-lengua-cultura">http://www.guiamundialdeviajes.com/el-salvador/historia-lengua-cultura</a></p> <p><b>Cultura en el Salvador - video</b></p> <p><a href="https://www.youtube.com/watch?v=-laQJOADGAM">https://www.youtube.com/watch?v=-laQJOADGAM</a></p> <p><b>El Salvador y sus pueblos indigenas - video</b></p> <p><a href="https://www.youtube.com/watch?v=6E8BIHUrIFY">https://www.youtube.com/watch?v=6E8BIHUrIFY</a></p> <p><b>Viajar a el Salvador - Documental - video</b></p> <p><a href="https://www.youtube.com/watch?v=oNTLG8z1UTY">https://www.youtube.com/watch?v=oNTLG8z1UTY</a></p> <p><b>Folklore de El Salvador - "El Torito Pinto" - video</b></p> <p><a href="https://www.youtube.com/watch?v=2eM3Zr8rRPk">https://www.youtube.com/watch?v=2eM3Zr8rRPk</a></p>	<p><i>Pupusa</i> is a thick hand made corn tortilla filled with chicharrón, beans and cheese.</p> <p><i>Pipil</i> (natively <i>Nawat</i>) is a Uto-Aztec language which is similar to Nahuatl, and which was spoken in several parts of present-day Central America before the Spanish conquest. Less than one percent of the population speaks the <i>Pipil</i> language, in places such as Izalco and several other towns in El Salvador.</p> <p>A <i>Cabalgador</i> (Spanish: Cavalry, Horseman, Horserider) is a Salvadoran horse-mounted livestock herder (cowboy) of a</p>

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		<p><b><u>Graph/Chart</u></b>                      Graph/Chart historical events during the Salvadoran Civil War. Share with a partner.</p> <p><b><u>Voces Inocentes</u></b>                      To understand the civil war in El Salvador, show the movie Voces Inocentes in segments, and assign various activities, questions, and analysis of the lyrics of the song Casas de Cartón.</p>	<p><b>Historia de el Salvador - la guerra civil</b>  <a href="http://teoriadestadoutec.blogspot.com/2013/03/la-guerra-civil-1980-1992.html">http://teoriadestadoutec.blogspot.com/2013/03/la-guerra-civil-1980-1992.html</a></p> <p><b>Voces Inocentes – Película Completa en Español</b>  <a href="https://www.youtube.com/watch?v=LHEzJgx-f4Y">https://www.youtube.com/watch?v=LHEzJgx-f4Y</a></p> <p><b>Actividades</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.todoele.net/actividades_mat/cine/VOCES.pdf">http://www.todoele.net/actividades_mat/cine/VOCES.pdf</a></li> <li>• <a href="http://reflecciones-kj.blogspot.com/2014/11/el-salvador-la-guerra-sucia-y-la-mara.html">http://reflecciones-kj.blogspot.com/2014/11/el-salvador-la-guerra-sucia-y-la-mara.html</a></li> </ul>	<p>tradition that originated on the Iberian Peninsula and was brought to Central America by Spanish settlers.</p>
<p><b>SLO # 2</b>                      Identify, discuss and demonstrate your knowledge of Honduras and Nicaragua, concentrating on culture, including food, music, religion(s), language(s),</p>	<ul style="list-style-type: none"> <li>• How do low mortality rates and high fertility rates affect a country's economy?</li> <li>• How do the mixture of cultures and history reflect on the culture</li> </ul>	<p><b><u>Lectura Literaria</u></b>                      Students read “La tela de Penélope o quién engaña a quién” and discuss with a partner to answer questions. Students report back to the whole group.</p>	<p><b>Avancemos 4</b>                      Nota Cultural                      Textbook: p. 200</p> <p><b>Avancemos 4</b>                      Lectura literaria                      La tela de Penélope o quién engaña a quién</p>	<p><i>Lempira</i> is the monetary unit in Honduras; it is divided into 100 centavos.</p> <p><i>Cordoba</i> is the monetary unit in Nicaragua; it is divided into 100 centavos.</p>

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<p>currency, celebrations, history and tourism.</p> <p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual</p>	<p>today?</p>	<p><b><u>Photo Prompt</u></b> Provide images/photos from the target culture of various things i.e. celebrations, monuments, foods, etc... and have each student write a one page story about the photo. Students take turn to share with a partner.</p> <p><b><u>Video</u></b> Watch a You Tube video on Nicaragua. Identify five reasons why it was elected as the best touristic site of 2014. In pairs, have students discuss reasons to visit a country and what makes it a best touristic place. Report back to the whole group.</p> <p><b><u>La Cultura de Honduras</u></b> Read the article “La cultura es para todos y para el desarrollo de Honduras”. In pairs, discuss the</p>	<p>Textbook: pp 200-201</p> <p><b>Nicaragua elegida como el mejor sitio para visitar en este 2014 - video</b> <a href="https://www.youtube.com/watch?v=i_0HHVb140U">https://www.youtube.com/watch?v=i_0HHVb140U</a></p> <p><b>La cultura es para todos y para el desarrollo de Honduras – El Heraldo</b> <a href="http://www.elheraldo.hn/video/599099-220/la-cultura-es-para-todos-y-para-el-">http://www.elheraldo.hn/video/599099-220/la-cultura-es-para-todos-y-para-el-</a></p>	<p>The vast majority (90%) of the Honduran people are <i>mestizo</i>, a mixture of European and Amerindian.</p> <p>Honduras has a rich and varied flora and fauna. Tropical trees, ferns, moss, and orchids abound, especially in the rain forest areas.</p> <p>Lake Nicaragua contains the only freshwater sharks in the world, owing to a prehistoric geological movement that separated the lake from the Pacific Ocean, gradually changing the ocean water into fresh water.</p>

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prompts.		<p>importance of culture In Honduras and then engage in a whole group conversation.</p> <p><b><u>Journal Entry</u></b></p> <p>Write a one page journal entry describing one of the celebrations in Honduras. Take turns to read aloud to the whole group.</p> <p><b><u>Cost effective</u></b></p> <p>Plan a dinner date for two while visiting Honduras. Select a restaurant, meals, beverages, and dessert. Calculate your total including the tip in Honduran money, and then convert the total to American dollars.</p>	<p><a href="http://desarrollo-de-honduras">desarrollo-de-honduras</a></p> <p><b>Comidas típicas de Honduras</b>  <a href="http://hondurastienedetodo.blogspot.com/2013/04/comidas-mas-tipicas-de-honduras.html">http://hondurastienedetodo.blogspot.com/2013/04/comidas-mas-tipicas-de-honduras.html</a></p> <p><b>Celebraciones en Honduras</b>  <a href="https://donlimhon.wordpress.com/fechas-y-feriados/">https://donlimhon.wordpress.com/fechas-y-feriados/</a></p> <p><b>Currency converter</b>  <a href="http://www.xe.com/currencyconverter/">http://www.xe.com/currencyconverter/</a></p>	
<p><b>SLO # 3</b></p> <p>Identify, discuss and demonstrate your knowledge of Costa Rica</p>	<ul style="list-style-type: none"> <li>• What is the role of tourism in a country's economical growth?</li> <li>• What is the importance</li> </ul>	<p><b><u>Jeopardy</u></b></p> <p>Before class, teacher prepares Jeopardy style clues and questions for</p>	<p><b>Historia de Costa Rica - Una breve reseña</b></p> <p><a href="http://www.conozcacosrta.com/costaricainfo/history">http://www.conozcacosrta.com/costaricainfo/history</a></p>	<p><i>Cascadas de la Paz</i> is a waterfall in central Costa Rica. The waterfall and the surrounding area were severely damaged during a</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and its culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.</p> <p><b>7.1.II.A.4</b></p> <p>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IH.A.5</b></p> <p>Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p><b>7.1.II.B.5</b></p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<p>of our rainforests and what should we do to preserve them?</p>	<p>several categories: celebrations, currency, languages, capital, etc... for Costa Rica. Students must provide appropriate questions. Place students in teams. Each correct answer wins a point for the team. The team with the most points wins.</p> <p><b><u>Reading Comprehension</u></b></p> <p>Read the short article “Historia de Costa Rica - Una breve reseña” and discuss in a whole group setting.</p> <p><b><u>Video Comprehension</u></b></p> <p>Watch the video "Turismo en Costa Rica". Write a summary of your observation highlighting five topics i.e. food, parks, education, etc...</p> <p><b><u>Newspaper Article</u></b></p>	<p><a href="#">htm</a></p> <p><b>Avancemos 4</b> Parque Nacional Tortuguero, Costa Rica Textbook: p. 205</p> <p><b>Avancemos 4</b> Comparación Cultural Viajar y aprender Textbook: p. 181</p> <p><b>Avancemos 4</b> Comparación Cultural El ecoturismo Textbook: p. 161</p> <p><b>Turismo en Costa Rica - video</b> <a href="https://www.youtube.com/watch?v=m4jjMH47fpg">https://www.youtube.com/watch?v=m4jjMH47fpg</a></p> <p><b>Recetas típicas de Costa Rica</b></p>	<p>6.1 magnitude earthquake in 2009.</p> <p>The Costa Rican unit of currency is the <i>Colón</i>. Named after Christopher Columbus, the first European to visit Costa Rica. The <i>Colón</i> has a value that fluctuates between 500-550 colones per 1 US dollar.</p> <p>The cost of travel in Costa Rica is higher than other countries in Central America, but is still significantly cheaper than in the U.S. or Europe.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>7.1.IL.C.2</b>  Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>		<p>Students write a newspaper article about Costa Rica including places to visit, places to eat, celebrations, costs, etc...</p> <p><b><u>Glogstr</u></b>  Assign a famous person from Costa Rica or other countries from this Unit and have students create a poster on Glogstr. Describe your poster to the whole group.</p> <p><b><u>Reading Comprehension/ Visualizing the setting</u></b>  Read the adapted version of "La Presa". To help visualize the two places, make a mind map for each one. In the center, write the name of the place, and in attached circles, provide descriptions. (sample in the textbook).</p>	<p><a href="http://recetastipicascr.com/">http://recetastipicascr.com/</a></p> <p><b>Arte y Cultura de Costa Rica</b>  <a href="http://www.wiley.com/college/modlang/dawson394416/panorama/costarica/artycult.html">http://www.wiley.com/college/modlang/dawson394416/panorama/costarica/artycult.html</a></p> <p><b>Avancemos 4</b>  Lectura Literaria  La Presa  Textbook: pp 336-339</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>SLO # 4</b> Identify, discuss and demonstrate your knowledge of Panama and its culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.</p> <p><b>7.1.II.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IH.C.3</b> Use language creatively in writing for a variety of purposes.</p>	<ul style="list-style-type: none"> <li>• How does a country experience an economical boom and keep the unemployment rate down?</li> <li>• How do economic incentives assist a country's tourism rate?</li> </ul>	<p><b><u>Tourism</u></b> Watch a video on tourism in Panama. In pairs, students discuss the major attractions and places to visit and then report back to the whole group.</p> <p><b><u>Gastronomy</u></b> Students will describe a typical food from Panama, including the ingredients. Their peers will guess what the food is.</p> <p><b><u>Journal Entry</u></b> Students write a one page journal entry on their favorite celebration in Panama based on their knowledge of various celebrations. Students will provide details of the celebration and explain why</p>	<p><b>Avancemos 4</b> Todo junto Textbook: pp 94-95</p> <p><b>Avancemos 4</b> Comparación Cultural Textbook: p. 134</p> <p><b>El turismo en Panamá - video</b> <a href="https://www.youtube.com/watch?v=-U6ZzuHmqh4">https://www.youtube.com/watch?v=-U6ZzuHmqh4</a></p> <p><b>Qué Comer Dónde - La comida típica de Panamá</b> <a href="http://quecomerdonde.es/sin-categoria/platos-tipicos-de-la-gastronomia-de-panama/comment-page-1/">http://quecomerdonde.es/sin-categoria/platos-tipicos-de-la-gastronomia-de-panama/comment-page-1/</a></p> <p><b>Arte y Cultura de Panamá</b> <a href="http://www.wiley.com/college/modlang/dawson394416/panorama/panama/artycult.h">http://www.wiley.com/college/modlang/dawson394416/panorama/panama/artycult.h</a></p>	<p><i>Balboa</i> is the monetary unit used in Panama. They also use the American dollar. They use American currency and their own money interchangeably, as they have the same value (exchange rate 1:1).</p> <p>El <i>Canal de Panamá</i> is a 48-mile (77 km) ship canal in Panama that connects the Atlantic Ocean (via the Caribbean Sea) to the Pacific Ocean. The canal cuts across the Isthmus of Panama and is a key conduit for international maritime trade.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>7.1.IL.A.5</b>            Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.IL.B.5</b>            Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IL.C.2</b>            Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>		<p>they prefer the holiday/celebration.</p> <p><b><u>Biography</u></b>            Assign each student a famous person from Panama. Students will write a one page biography and present it to the whole group. Students are encouraged to bring in picture(s) of the person.</p>	<p><a href="#">tml</a></p> <p><b>Molienda de Cana - Baile Folklorico Panama</b>  <a href="https://www.youtube.com/watch?v=iq5bIm7E7_4">https://www.youtube.com/watch?v=iq5bIm7E7_4</a></p> <p><b>Fiestas Nacionales de Panamá</b>  <a href="http://www.panamatoptravel.com.pa/es/eventos-panama/fiestas-nacionales-panama.html">http://www.panamatoptravel.com.pa/es/eventos-panama/fiestas-nacionales-panama.html</a></p> <p><b>Personajes importantes de Panamá</b>  <a href="http://www.panama24.org/Personajes-Importantes-panama.htm">http://www.panama24.org/Personajes-Importantes-panama.htm</a></p>	

## Unit 2 Vocabulary

### Unidad 2: Vocabulario: Centroamérica: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica y Panamá

#### Vocabulario

Un ciudadano / una ciudadana  
 Una celebración  
 Una isla  
 Une abolición  
 Un tambor  
 Una prueba  
 El ecuador  
 El bosque  
 La selva  
 La selva lluviosa  
 La lluvia  
 El sol  
 Las plantas  
 Los animales  
 El mar  
 El océano  
 El canal  
 La playa  
 La cultura  
 La comida  
 La clima  
 El aire puro  
 Las personas indígenas  
 Las celebraciones/ las fiestas  
 La música  
 La baile

#### Los adjetivos

guatemalteco/ guatemalteca  
 hondureño/ hondureña  
 salvadoreño/ salvadoreña  
 panameño/ panameña  
 nicaragüense  
 costarricense  
 húmedo/ húmeda  
 incorporado/ incorporada  
 preparado/ preparada  
 bonito/ bonita  
 asombroso/ asombrosa  
 extraordinario/ extraordinaria  
 magnífico/ magnífica  
 impresionante  
 natural  
 fuerte  
 caliente

#### Los verbos

Viajar  
 Visitar  
 Encantar  
 Nadar  
 Bailar  
 Cantar  
 Celebrar

El folklor  
El traje típico  
El turismo  
El turista/ la turista  
La gastronomía  
El colono  
La colonia  
Las atracciones para los turistas  
La excursión  
Los monumentos  
Los platos típicos  
El dinero  
El intercambio  
El negocio

Comprar  
Intercambiar  
Negociar  
Situuar  
Respirar  
Llover  
Comer  
Hacer  
Hacer turismo  
Construir  
Hallarse  
Ver  
Ser  
Estar

**Revisión**

La comida  
El tiempo  
Los adjetivos descriptivos  
Los colores  
Los verbos  
Los deportes

## Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create a scrapbook for a vacation based on experiences or a future trip. Each page should include 3 to 5 pictures. Scrapbook should be 4 to 6 pages in total. Students present in class and provide descriptions, answer questions, and explain special moments.</p> <p><b>RUBRIC REQUIRED</b></p>	<p>2. Select a famous native person from one of the following countries: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and/or Panamá.                      Research and present the biography of the person as your own. Provide images, music, etc...                      Choices: PPT, Poster, iMovie                      Oral Presentation in Spanish</p> <p><b>RUBRIC REQUIRED</b></p>