

World Languages Curriculum

Spanish II Curriculum



Grades 9-12

Unit 2: El mundo hispánico

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:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- 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 related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- 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 global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course 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 Language units of study for Spanish II are as follows:

- Unit 1: ¡Hola Madrid!
- Unit 2: El Mundo Hispano
- Unit 3: Ir de compras
- Unit 4: ¡Viva el fin de semana!
- Unit 5: El mundo del trabajo
- Unit 6: La cultura pop
- Unit 7: Las vacaciones

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

Pacing Chart – Unit 2			
#	Student Learning Objective	CCSS	5 weeks
1	Locate the Spanish speaking world on a world map and identify countries and capitals.	7.1.NH.A.2 7.1.NH.A.4	
2	Discover the various cultures of the Spanish world through food, music, and art.	7.1.NH.A.4 7.1.NH.A.5	
3	Explain the importance of history and heroic figures in Spain and the Spanish world.	7.1.NH.B.5	
4	Select and describe cultural characteristics of a Spanish speaking country.	7.1.NH.C.3	

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

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed Individually or with Partners
- Individual Response Boards
- Tiered/Multilevel Activities
- Learning Centers
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessments**
- 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, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip

Enduring Understanding:

- The study of the Spanish language and culture deepens our understanding of where and how people live.
- The Spanish-speaking world boasts many beautiful geographic, artistic and historical features.
- Spain had a major influence on Central and South America, Puerto Rico, the Dominican Republic, the Canary Islands, California, NYC, NJ and the American Southwest.
- Every culture has a historical memory populated by heroic figures.

Grade: 9-12	Unit: Two	Topic: El mundo hispánico
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Locate the Spanish-speaking world on a world map and identify countries	<ul style="list-style-type: none"> • How did the Spanish language influence other languages around the globe? 	<u>Greet/ Go Tea Party</u> You have been given a strip of paper with a statement about the new unit. Circulate and read your sentence to others. Do not expand on what the card says. Do	Official Spanish Speaking Nations http://www.worldatlas.com/spanish.htm	<ul style="list-style-type: none"> - Los moros - Mayas - Incas - Aztecs - Rainforests

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>and capitals.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>	<ul style="list-style-type: none"> • What is the impact of Spanish Colonialism in the world today? • Which national heroes have monuments, streets and plazas named after them? 	<p>not make any notes. As you hear what others say, think about what you are hearing about Latin America. Return to your small group and make a prediction or share an observation.</p> <p><u>Map Activity</u> Identify and locate countries that use Spanish as their official language or one of the languages spoken.</p> <p><u>Rap Song Sing Along</u> View the Youtube video showing the countries and capitals of Central and South America while you sing along with the rap song.</p> <p><u>Street Sign Activity</u> Search and define country-related street signs. Compare and contrast the signs with that of the home culture.</p> <p><u>Paired Verbal Fluency:</u> In pairs, students letter off A and B. Teacher gives prompt or</p>	<p>Spanish speaking countries and capitals/ Map of Spanish-Speaking Countries http://www.spanishprograms.com/spanish-speaking-countries/</p> <p>Spanish-Speaking countries and capitals https://www.youtube.com/watch?v=uwckQjf6sfw</p> <p>MUSIC:</p> <p>Rock de las Capitales: Central America https://www.youtube.com/watch?v=fAupLjNTae0</p> <p>Rock de las Capitales South America https://www.youtube.com/watch?v=Nw1H8aIh</p>	<ul style="list-style-type: none"> - Inca Estate of Machu Picchu - Guatemala City is the largest city in Central America - Bogotá. Lima, Santiago, Caracas and Buenos Aires are the largest cities in South America.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>question and then indicates which partner will begin (ex. Talk about everything you know about _____. B's begin.) Teacher monitors time and signals when the next person should begin talking without repeating anything that has been said previously. Each round is shorter than the previous one for 3 rounds (ex. 45 seconds, 30 seconds, 20 seconds).</p> <p><u>Headlines</u> In groups of 3, create 3 headlines about what we just learned. Choose your best one and post it on the front board for the class to review.</p> <p><u>Identification Activity</u> Hearing a series of statements (capitals, landmarks, characteristics, etc...) mark each one on a blank map as it applies to a Spanish-speaking countries</p> <p><u>Matching Manipulatives</u> Given a blank map of Latin</p>	<p>KNk</p> <p>The History of the Spanish Language</p> <p>https://www.youtube.com/watch?v=ACQX5nMI2wQ</p> <p>headlines website: www.fodey.com</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		American, groups of two will paste the geographical or cultural feature in the appropriate place.		
<p>SLO # 2 Discover the various cultures of the Spanish world through food, music, and art.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics</p>	<ul style="list-style-type: none"> How do groups of people influence one another? 	<p><u>Video</u> View a cultural video on a Spanish speaking country. Turn off the narration and have students identify their observations. Report back and share their observations with the whole group.</p> <p><u>Authentic Print Material</u> Scan both ads. What meal is being described in both? What do Americans and Latin Americans both eat? Which menu do you prefer and why?</p> <p><u>Inside-Outside Circles:</u> Teacher prepares index cards with relevant questions. Each student has a card. Students stand in 2 concentric circles facing each other. On signal, inside circle partner asks a question and outside circle partner answers. Then outside circle partner asks</p>	<p>Countries and their culture: Spain http://www.everyculture.com/Sa-Th/Spain.html</p> <p>10 Spanish Dialects: How Spanish is Spoken Around the World http://www.altalang.com/beyond-words/2008/11/13/10-spanish-dialects-how-spanish-is-spoken-around-the-world/</p>	<ul style="list-style-type: none"> - Empanadas - Plátanos - Vallenato - Cumbia - Pasillo - Samba - Tango - Gabriel García Márquez - Mario Vargas Llosa

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>question and inside circle partner answers. Partners exchange cards. Teacher gives signal to rotate and students in either inside or outside circle move number of places indicated. Repeat the process with the new partner.</p> <p><u>Flashcards:</u></p> <p>Practice learning details about food music and art with Language guide and quizlet files on the topic.</p> <p><u>Scan a Website or Graph.</u></p> <p>Given a list of 10 statements, indicate whether each one is true or false or not stated based on the information on the website. If it is true or false, indicate where the information can be found in the article/graph/website.</p> <p><u>Ranking</u></p> <p>Given a series of pictures of Latin American foods, students rank in order of preference. Support your</p>	<p>Latin American Cuisine:</p> <p>https://en.wikipedia.org/wiki/Latin_American_cuisine</p> <p>http://www.topuniversities.com/blog/top-dishes-latin-american-cuisine</p> <p>http://www.latina.com/food</p> <p>Latin food images:</p> <p>https://www.google.com/search?q=latin+american+cuisine&biw=1153&bih=832&tbm=isch&tbo</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		choices.	=u&source=univ&sa=X&sqi=2&ved=0ahUKEwj-n4-cjs3MAhXJzz4KHfFVDRoQsAQIdg&dpr=1.2	
<p>SLO # 3 Explain the importance of history and heroic figures in Spain and the Spanish world.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	<ul style="list-style-type: none"> • How do different cultures interact to create a national and personal identity? • What role does nationalism or patriotism play in the development of one’s personal and public identities? 	<p><u>Editorial</u> Write an editorial, giving and supporting your opinion about the Spanish conquest of on the following:</p> <ol style="list-style-type: none"> 1. Mexico 2. Yucatán 3. Guatemala <p><u>Graph/Chart</u> Create a timeline of South America’s colonization period.</p> <p><u>Timeline</u> In groups of 4-5 create a timeline showing dates of important events in a Spanish-speaking country. Students must include a minimum of 10 events/discoveries with an explanation of its importance in sentence form. All events must also be illustrated with images,</p>	<p>Spanish Heroes and Legends http://www.visit-medieval-spain.com/heroes.html</p> <p>A Quick History of Spain https://youtu.be/9Q24dJ3I318</p> <p>Colonies in Central & South America http://study.com/academy/lesson/colonies-in-central-south-america.html</p> <p>Colonial Latin America Chronology</p>	<ul style="list-style-type: none"> - Simón Bolívar - José de San Martín - Cold War - Socialism

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>drawings or photos and its importance explained by at least one sentence. Students will present the timeline on a poster board or in a creative Power Point presentation.</p> <p><u>Video</u></p> <p>Watch the documentary “<i>America, un nuevo mundo</i>”. In groups of two or three students, discuss your observations and then report back to the whole group.</p>	<p>http://faculty.smu.edu/bakewell/BAKEWELL/chronology.html</p> <p>Documentary - América un nuevo mundo (los conquistadores y el proceso inicial de la conquista)</p> <p>https://www.youtube.com/watch?v=4fWqjHwgJnI</p>	
<p>SLO # 4</p> <p>Select and describe cultural characteristics of a Spanish-speaking country.</p> <p>7.1.NH.C.3</p> <p>Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> • What makes a culture unique? • How do Spanish cultures marry two or more different cultures? 	<p><u>Journal Entry</u></p> <p>Compare and contrast two countries from Central or South America. Provide detailed descriptions of their inhabitants, food, fashion, and music.</p> <p><u>Travel Critic</u></p> <p>Write a newspaper critique on the best Spanish-speaking countries to visit and include the reasons</p>	<p>How Spanish Traditions Work</p> <p>http://people.howstuffworks.com/culture-traditions/national-traditions/spanish-tradition1.htm</p>	<ul style="list-style-type: none"> - Soccer - Baseball - Tourism - Dancing

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>for your selection(s).</p> <p><u>Latin American Culture Collage</u></p> <p>In groups of 2 students will use images to show a culture point from a Latin American country such as food, architecture, daily life, holiday, etc. Each group must include a minimum of 10 images that can be hand-drawn or digital images. In addition, on the back, students will describe how each of the pictures relates to the selected topic in well-written Spanish paragraphs.</p> <p><u>Story Reading</u></p> <p>Read aloud the story, <i>Béisbol en los Barrios</i>. Use TPR to practice the new vocabulary.</p> <p><u>Magic Box</u></p> <p>Learn the new vocabulary of Hispanic baseball by using the magic box. One by one, items are withdrawn from the box by students who hold them. Through rapid fire questioning, the teacher recycles the vocabulary many</p>	<p><i>Béisbol en los barrios</i> by Henry Horenstein Harcourt Brace and Company 1997</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>times using this hierarchy:</p> <ul style="list-style-type: none"> • Point to... • Yes/no • Either/or • Who? Name person who is holding the item • What? Name item (vocab word) <p><u>Predict the Story Ending.</u></p> <p>Write a journal entry with containing your prediction of the story outcome for <i>Béisbol en los Barrios</i>.</p> <p><u>Envelope Task Sequence</u></p> <p>Spilling out a series of slips from an envelope, pairs of students work to sequence the activities involved in playing baseball.</p> <p><u>Comic Strip</u></p> <p>Re-tell the story of <i>Béisbol en los barrios</i> through an original cartoon that you design using Makebeliefscomix.com</p>		

Unit 2 Vocabulary

Unidad 2: Vocabulario: El Mundo Hispánico

<u>Vocabulario</u>	<u>El mundo Hispáno</u>	<u>Los verbos</u>	<u>Revisión</u>
la lengua materna la lengua oficial la comunidad la organización el grupo la mayoría la minorita el centro la lengua el dialecto el acento las señales de trafico la vida cotidiana los costumbres el pasaporte la música el folklore los platos la cocinas regionales la historia los historiadores las personas importantes las personas importantes el presidente los escritores	California u el suroeste El Centroamérica <ul style="list-style-type: none"> • Guatemala • El Salvador • Honduras • Nicaragua • Costa Rica • Panamá • Belice México La Sudamérica <ul style="list-style-type: none"> • Venezuela • Colombia • Ecuador • Perú • Bolivia • Chile • Paraguay • Uruguay • Argentina El Caribe y Cuba La República Dominicana Puerto Rico Barrios en Nueva York Barrios en Nueva Jersey	Hablar Viajar Llegar Bailar Escuchar Comer Volver Quedarse Visitar Caminar Continuar Preguntar Continuar Querer Comprar Disfrutar Preferir Medir Seguir Ser Estar Ir Dar un paseo	El tiempo La comida Los actividades Los adjetivos descriptivos

Unit 2 Grammar

This Unit will focus on the following grammatical concepts:

- Weather
- Descriptive adjectives
- Sequencing words
 - Juega béisbol.
 - **Primero**, pone el uniforme.
 - Lanza la pelota.
 - **Después**, batea la pelota.
 - Corre. Coge la pelota.
 - Tira la pelota.
 - Toca la base.
 - Trota por las bases.
 - **Por fin**, gana el partido.
 - ¡Grita!

Unit Project (Choose 1)	
Project (Suggested)	Project (Suggested)
<p>1. Presentation: Create a multimedia presentation on one continent (Europe, South America, or North America) where Spanish is used as the official language or one of the official languages. Provide images, important information, landmarks, names of countries and capitals. Include in your presentation authentic music from the regions.</p> <p>Rubric Required</p>	<p>2. Travel Brochure or Blog: Create a travel brochure on a Spanish-speaking country and present to class. Your presentation must convince your viewers that this will be the best trip of their lives.</p> <p>Rubric Required</p>