

World Languages Curriculum

Spanish II Curriculum



Grades 9-12

Unit 4: ¡Viva el fin de semana!

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 4

#	Student Learning Objective	CCSS	6 Weeks
1	Identify and discuss aspects of teen culture in Spain including sports, weekend activities, and leisure.	7.1.NH.A.4 7.1.NH.A.6	
2	Identify and discuss aspects of teen culture in Spain including social media, cellular phones, and Internet use and protocol.	7.1.NH.B.4 7.1.NH.C.2	
3	Identify and discuss driving laws in Spain, including legal driving age, speed limit and road signs.	7.1.NH.C.2 7.1.NH.A.5 7.1.NH.A.6	
4	Discuss common modes of transportation in the Spanish speaking world.	7.1.NH.A.2 7.1.NH.B.2	
5	Compare and contrast the automotive industry in the Spanish speaking world and the United States.	7.1.NH.A.5 7.1.NH.B.1 7.1.NH.B.5 7.1.NH.C.5	

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 amount of leisure time available and how it is spent varies among cultures
- Public transportation is more readily available in urban areas.
- The presence and impact of Social Media and the Internet on teenagers is universal.
- Each country sets a legal driving age accompanied by adherence to a series of rules and regulations.

Grade: 9-12	Unit: Four	Topic: ¡Viva el fin de semana!
NJCCCS: 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.5		
ACTFL Modes of Communication: <ul style="list-style-type: none"> ➤ Interpersonal ➤ Interpretive ➤ Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 1 Identify and discuss aspects of teen culture	<ul style="list-style-type: none"> What can we learn about other cultures from the way that they choose to 	<u>Graphing</u> Graph time spent on leisure activities for a typical Spanish teenager. Compare to that of a	Living with Teenagers in Spain http://spain.angloinfo.com/family/teenagers/	Café culture for spending time with friends

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>in Spain including sports, weekend activities, and leisure.</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.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>	<p>spend their leisure time?</p> <ul style="list-style-type: none"> Are the pastimes of Spanish teens and American teens similar? 	<p>typical American teenager.</p> <p><u>Poll Everywhere</u> Students report on their weekend activities. Graph the class profile.</p> <p><u>Dialogues</u> Pair students to create original dialogues in a café and act it out in front of the group.</p> <p><u>Venn Diagram</u> Using a Venn diagram, compare and contrast popular leisure time activities for teens in the US and Spain.</p> <p><u>Vocabulary Folders (Who Has It?)</u> 5 students come to the front of the room holding a vocabulary folder with one new word in each folder pocket. Students at their seats have a guessing grid. Through questions and answers, those seated fill out the grid, ultimately determining who has which</p>	<p>Teenage Life in Spain http://www.donquijote.org/culture/spain/society/customs/teenage-life-in-spain</p> <p>Teenage Life in Spain: Outdoor Socializing and Eating http://teenlifeinspain.blogspot.com/</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		two vocabulary words.		
<p>SLO # 2</p> <p>Identify and discuss aspects of teen culture in Spain including social media, cellular phones, and Internet use and protocol.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<ul style="list-style-type: none"> • How have social media and smart-phones changed human communication? • What are the similarities and differences on Internet and Social Media use among Spanish and American teens? 	<p><u>Twitter</u> Teacher Tweets about Internet safety to students’ Spanish Twitter accounts. Students respond and comment on the tweet within the Internet guidelines and protocols.</p> <p><u>Advertisement</u> Create an Internet ad soliciting young teenagers to participate in after school activities, such as sports or leisure activities.</p> <p><u>Authentic Print Material</u> Review and interpret authentic data about cell phone usage in Spain. Compare costs for devices, usage, taxes and fees in both countries.</p>	<p>Social Media in Spain 2014: How the Internet and the mobile phone has changed the social landscape http://businessculture.org/blog/2014/03/05/social-media-in-spain-2014/</p> <p>Los jóvenes se sienten incompletos sin Internet y las redes sociales http://www.elmundo.es/salud/2014/04/09/534563deca4741434c8b4578.html</p> <p>Uso del social media en España http://www.netambulo.com/2015/04/16/uso-del-social-media-en-espana/</p>	<p>The cyber world</p> <p>Internet Safety rules</p> <p>Internet protocols</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>SLO # 3</p> <p>Identify and discuss driving laws in Spain, including legal driving age, speed limit and road signs.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.6 Identify the main idea and other significant</p>	<ul style="list-style-type: none"> • How does the legal driving age in Spain and in the United States compare? • How are car brands, speed limits, and driving laws in Spain reflective of Spanish culture? • How do the systems of measure in the US and Spain differ? 	<p><u>Licencia para conducir</u> Create a Spanish Driver’s License including all the information found on an authentic license in the target language.</p> <p><u>Cálculo</u> Provide students with a brief passage describing a trip from one place to another in a Spanish region. Based on the speed limit in kilometers, calculate the time needed to travel from point A to point B.</p> <p><u>Matching Activity</u> After spilling out words and symbols from their envelopes, students will match road signs to their meaning and significance.</p> <p><u>Headlines</u> In groups of 3, create 3 headlines about driving laws in Spain. Choose your best one and post it on the board.</p>	<p>Local laws & regulations in Madrid, Spain http://www.gomadrid.com/practic/local-laws.html</p> <p>Travel and Driving Guide: Spain http://www.autoeurope.com/pdf/TravelGuides/spain-travel-driving-guide-auto-europe.pdf</p> <p>Units of Measurement http://iberoamerican-universities.universia.net/en/spain/live/measure-ment-units.html</p> <p>La DGT http://www.dgt.es/es/la-dgt/</p> <p>Driving licenses for Spain</p>	<p>Legal driving age</p> <p>Driving rules, speed limits and road signs</p> <p>Authentic print material in the form Spanish Driver’s License</p> <p>The metric system followed in Europe.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
ideas in readings from age- and level-appropriate, culturally authentic materials.			https://www.justlanded.com/english/Spain/Spain-Guide/Travel-Leisure/Driving-licenses-for-Spain Headlines www.fodey.com	
<p>SLO # 4</p> <p>Discuss common modes of transportation in the Spanish speaking world.</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.B.2 Give and follow a</p>	<ul style="list-style-type: none"> • How does population and space impact transportation? • How does transportation differ across the Spanish speaking world? • What does sustainable transportation look like? 	<p><u>Survey</u> Students conduct a survey on the type of transportation used by their peers within the class and create a chart with percentages.</p> <p><u>Directions</u> Follow directions provided by the teacher in the target language and trace the path you must follow on a map to arrive to the destination.</p> <p><u>Flashcards:</u> Practice learning modes of transportation with Language guide and quizlet files on the</p>	<p>Spanish Modes of transportation https://quizlet.com/566254/spanish-modes-of-transportation-flash-cards/</p> <p>Getting Around Madrid http://www.spaintravelguide.com/getting-around-madrid.html</p> <p>Transportation in Spain http://www.europe-cities.com/en/637/spain/transportation/</p>	<p>AVE</p> <p>RENFE</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.		<p>topic.</p> <p><u>Travel Agent</u> In groups of 2-3 students will create a travel plan for a family for a trip to Central America or South America. Use different modes of travel.</p>	<p>Public Transport in Spain http://www.spain-info.com/Living_in_Spain/Spanish-Public-Transport.htm</p>	
<p>SLO # 5</p> <p>Compare and contrast the automotive industry in the Spanish speaking world and the United States.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic</p>	<ul style="list-style-type: none"> • What is the role of the automotive industry in the Spanish economy? • Is the luxury car market in Spain/ Spanish speaking world equivalent to the luxury car market in the United States? 	<p><u>Car Dealership</u> In groups of two, one being a car dealer and the other a buyer, discuss and negotiate your new purchase at the best market value price.</p> <p><u>Traffic</u> After listening to a radio traffic report, look at a map to identify an alternate route given the traffic problems you heard about. Call a friend and report on what streets to avoid. Decide when you need to leave to arrive on time.</p>	<p>Spanish Car Brands http://auto-car-brands.com/spanish-car-brands/</p> <p>Spanish lesson Advanced: Spanish Cars https://www.youtube.com/watch?v=gaZzIVoJsD8</p>	<p>Automotive Brands: Seat, Tramontana, Pegaso</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>		<p><u>Flyswatters</u> Time markers, preterit verbs and leisure vocabulary are splashed onto a board. The class is divided into two teams. Each team numbers off. The first two contestants are given a flyswatter. They compete to think of the answer to the teacher’s question and find it on the board.</p> <p><u>Compare and Contrast</u> Compare and contrast Spanish and American-made cars, including size, models, price, etc. Report data on an Excel sheet.</p> <p><u>Advertisement Search</u> Provide various ads from authentic newspapers or Internet ads. Have students read and report back to the group on the type of vehicle, color, cost, etc. in their ad.</p>		

Unit 4 Vocabulary

Unidad 4: Vocabulario: ¡Viva el fin de semana!

<p><u>Vocabulario</u> En casa/a casa En el cine En el café En el estadio En la piscina A la playa Ir de pesca/ Ir a pescar En el campo El bosque El río El lago Un picnic Una película Una obra de teatro Un paseo Un billete El metro El autobús El carro A pie La tarea La tienda El centro comercial Un café Un restaurante Una discoteca La marca del carro</p>	<p>La distancia Un kilómetro Une autoescuela Una licencia de conducir las señales de tráfico La velocidad</p> <p><u>Expresiones</u> Ayer Ayer en la mañana Ayer en la noche El próximo verano El verano pasado El año pasado El fin de semana El fin de semana pasado El fin de semana próximo Después Antes Primero Finalmente Entonces Durante Ahora Ya Hoy</p>	<p>Este fin de semana Esta mañana Este mes Esta noche Mañana Día siguiente El próximo sábado El próximo mes El próximo año La próxima semana</p> <p><u>Los verbos</u> Hablar Llegar Escuchar Estudiar Montar Jugar Pensar Gustar Comprar Necesitar Llevar Visitar Caminar Continuar Preguntar</p>	<p>Querer Volver Coger Preferir Conducir Medir Seguir Salir Ver Ser Estar Ir Dar un paseo</p> <p><u>Revisión</u> Los números Los colores Los adjetivos descriptivos La hora Los deportes</p>
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Unit 4 Grammar

This Unit will focus on the following grammatical concepts:

- Time markers
- Regular preterit tense (past)

Unit Project (Choose 1)

1. Prepare a blog entry or voice thread for future exchange students comparing how teens spend their free time in the United States and in the target language culture

2. Create a PPT on an automotive brand from Spain or another European country. Provide history, images of various models, important facts about the company, most popular models, price range, marketing gimmicks, etc.

Rubric Required

Rubric Required