

World Languages Curriculum

Spanish III Curriculum



Grades 9-12

Unit 5: España y sus regiones

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 III are as follows:

Unit 1: La salud, el aseo y rutinas diarias

Unit 2: Comida y nutrición

Unit 3: La familia

Unit 4: El futuro

Unit 5: España y sus regiones

Unit 6: Artes: el cine, el teatro y la televisión

Unit 7: El sistema político de España

Educational Technology Standards

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

➤ **Technology Operations and Concepts**

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

➤ **Creativity and Innovation**

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

➤ **Communication and Collaboration**

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

➤ **Digital Citizenship**

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

➤ **Research and Information Literacy**

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

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

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

Career Ready Practices

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

CRP1. Act as a responsible and contributing citizen and employee

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

CRP2. Apply appropriate academic and technical skills.

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

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

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

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

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

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

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

CRP6. Demonstrate creativity and innovation.

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

CRP7. Employ valid and reliable research strategies.

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

Career Ready Practices

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

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

CRP9. Model integrity, ethical leadership and effective management.

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

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

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

CRP11. Use technology to enhance productivity.

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

Career Ready Practices

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

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

Pacing Chart – Unit 5			
#	Student Learning Objective	CCSS	5 weeks
1	Identify and recognize Spain and its regions/territories including geography, climate, language (dialects), and demographics.	7.1.NH.A.3 7.1.NH.A.4 7.1.NH.C.3	
2	Identify and demonstrate knowledge of Spanish gastronomy and festivals specific to each region.	7.1.NH.A.5 7.1.NH.B.3 7.1.NH.C.3	
3	Demonstrate knowledge and discuss attractions, sites and monuments, outdoor and weekend activities specific to each region.	7.1.NH.A.5 7.1.NH.C.3 7.1.NH.A.2	

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

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/Multi Level Activities
- Learning Centers
- Circumlocution Activities
- 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, Roleplaying, Think/Pair/Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- 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

- Some aspects of culture may vary from province to province within the same country.
- Unique celebrations are the trademarks of the various regions of Spain.
- Attractions and activities vary according to region and climate.

Grade: 9-12	Unit: Five	Topic: España y sus regiones
NJCCCS: 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.3, 7.1.NH.C.3, 7.1.NH.C.5		
ACTFL Modes of Communication: <ul style="list-style-type: none"> ➤ Interpersonal ➤ Interpretive ➤ Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 1 Identify and recognize Spain and its regions/territories including geography, climate, language (dialects), and demographics.	How is Spain divided up? How autonomous is each of these sections? What makes each region unique?	<u>Gallery Walk</u> Each student is assigned a region of Spain to research and to report on climate, geographical location, language/dialects, populations, products, practices, points of interest, important cities and	Spain and its regions http://www.red2000.com/spain/region/ Regions of Spain http://www.spanish-fiestas.com/regions/	Spain has 17 autonomous regions known as "Comunidades Autónomas". In addition, the country is divided into 50 provinces. Montserrat

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</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.C.3 Describe in writing people and things from the home and school environment.</p>		<p>important monuments. Devote some time during the unit for the class to do a gallery walk, learning from the posters that their peers create.</p> <p><u>Geography Game</u> Using a map, teams of students compete in a geography game of “Regiones de España” being the first to identify various regions on a map with Flyswatters.</p> <p><u>Jeopardy</u> Play a game of Jeopardy identifying the region of Spain according to the clues provided.</p>	<p>Laguardia- País Vasco https://vimeo.com/31005410</p>	<p>Straight of Gibraltar</p> <p>Mediterranean Sea</p> <p>Atlantic Ocean</p> <p>Moorish influences on language and architecture are seen in the number of words beginning with <i>-al</i>. The moors ruled Spain for 700 years. In a religious war called the <i>Reconquest</i>, a valiant Spanish hero emerged. Known as <i>EL Cid</i>, he became Spain’s national hero.</p>
<p>SLO # 2</p> <p>Identify and demonstrate knowledge of Spanish gastronomy and festivals specific to each region.</p>	<p>What products or processes run through many of Spain’s regional</p>	<p><u>Regional Cuisine</u></p> <p>The teacher distributes regional recipe names for students to research. Each student researches one regional</p>	<p>Bull running http://www.spanish-fiestas.com/festivals/san-fermin/</p> <p>La tomatina</p>	<p><i>Bullfighting</i> is a sport that pits man against bull. Bulls are colorblind and react only to the movement of the matador’s cape.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target</p>	<p>dishes? How are they similar?</p> <p>Why do the gypsies sing the <i>cante hondo</i>? How would you characterize flamenco? What is it expressing?</p>	<p>recipe and contributes to the class recipe folder.</p> <p><u>Festival Identification</u></p> <p>Taking notes, the class views a series of video clips of the various celebrations in Spain. Each pair is given an envelope containing the names of important festivals and details. Students work in pairs to spill out the envelop contents and to group them correctly.</p> <p><u>Compare and Contrast</u></p> <p>Select a region of Spain, a specific holiday/festival and compare/contrast it with something from the US. Write two paragraphs with a minimum of three points of comparison and share them with a partner.</p> <p><u>Cooking Video</u></p> <p>Follow a Spanish regional recipe. Videotape your step-by-step instructions in Spanish,</p>	<p>http://www.spanish-fiestas.com/festivals/la-tomatina/</p> <p>Las Fallas http://www.spanish-fiestas.com/festivals/las-fallas/</p> <p>¡Avancemos! 3 Ferias de España Textbook: pp C6-C7</p> <p>Recipes http://www.spanish-fiestas.com/recipes/</p> <p>¡Avancemos! 3 Comparación Cultural Textbook: p. 336</p> <p>¡Avancemos! 3 El flamenco: clásico y moderno Textbook: p. 344</p> <p>Bodas de Sangre by</p>	<p>Arroz (rice) is derived from Arabic was introduced to Spain by the Moors over 1200 years ago.</p> <p>Paella originated in Valencia, a seaport city. It is made of rice, tomatoes, onions and clams, mussels, shrimp and lobster.</p> <p>The University of Salamanca was founded in the 1200's. It is one of the oldest universities in Europe.</p> <p>Federico Garcia Lorca was a famous playwright and poet who was killed in the Spanish civil war in 1936. His famous works include: Blood Wedding (Bodas de Sangre), La Casa de Bernarda Alba and Yerma.</p> <p>Flamenco originated with the Gypsies of Granada. It has roots in Arabic, Jewish, and</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>culture(s), and simulate common cultural practices.</p>		<p>including your ingredients. Bring your final product to class to share while playing and presenting the video.</p> <p>Film Viewing</p> <p>View a selection of <i>Bodas de Sangre</i> by Garcia Lorca. Discuss with the class.</p> <p>Film Viewing</p> <p>Watch a section of <i>El Amor Brujo</i>, famous for its music and excellent flamenco interpretation. Re-tell the story to a partner.</p>	<p>Garcia Lorca interpreted by Carlos Saura: https://www.youtube.com/watch?v=QivRj6kDQug</p> <p>Fire dance https://www.youtube.com/watch?v=L18b3UQQ49I</p>	<p>European traditions. Castanets, foot stomping and palm clapping are characteristics of flamenco. There is a guitar accompaniment to the singer who expresses the <i>cante hondo</i> or deep song.</p> <p><i>The fire dance</i> ritual by Manuel de Falla danced and interpreted by Antonio Gades and Cristina Hoyos in Carlos Saura's <i>El Amor Brujo</i></p>
<p>SLO # 3</p> <p>Demonstrate knowledge and discuss attractions, sites and monuments, outdoor and weekend activities specific to each region.</p> <p>7.1.NH.A.5</p>	<p>What do Spain's monuments tell us about her history?</p>	<p>Jigsaw</p> <p>Students count off by 4, then move according to their number to join an expert group. This group reads and studies together a section about a famous monument I Spain. Each member of the expert group returns to the regular group to teach the other three</p>	<p>Visita España https://www.youtube.com/watch?v=QGjcwpuoJX4</p> <p>El turismo en España https://www.youtube.com/watch?v=gfu6db9I9Ec</p> <p>Los mejores diez sitios de Barcelona</p>	<p><i>La Alhambra</i> is a palace and fortress complex located in Granada, Andalusia. Its name meaning "the red one" is derived from Arabic. It is named after the red soil of the region.</p> <p><i>The Alcázar of Seville</i> is a</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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>members what has been learned.</p> <p><u>Timeline</u> Given a list of historical events out of order, build a timeline of Spanish history. Check proportions for accuracy. Submit for a grade.</p> <p><u>Monument Description</u> Select a monument specific to a Spanish region and compose a detailed description including location, name of monument, description, price (if applicable) to visit, etc... Present it using the technique of inside/outside circles. Trade places with your partner. Switch roles, circulate one to the right and repeat.</p> <p><u>Virtual Field Trip</u> Plan a trip to one the regions of Spain (teacher assigns one</p>	<p>https://www.youtube.com/watch?v=tFanREnTE0s</p> <p>Los diez sitios más interesante de Madrid https://www.youtube.com/watch?v=Zu0xOFM5JDY</p>	<p>royal palace in Seville that was originally developed by Moorish Muslim Kings.</p> <p>A Moorish temple is called a mosque. It is accompanied by a minaret, or bell tower. <i>The mosque of Córdoba</i> is still standing and is very famous. The interior was converted into a Christian church.</p> <p><i>La Sagrada Familia</i> is a large Roman Catholic church in Barcelona, Spain.</p> <p><i>Plaza Mayor</i> and <i>Puerta del Sol</i> are two major plazas in Madrid, Spain.</p> <p><i>The Palacio Real</i> is the royal palace used by the Spanish monarchs.</p> <p><i>King Juan Carlos</i> transitioned Spain from the dictatorship of Francisco Franco. He recently</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>region per student). Include in your itinerary all the monuments/attractions you will visit during your trip, providing a brief description of each. Share with a partner and then with the whole group.</p>		<p>stepped down as King, bestowing that honor on his son, Felipe de Bourbon y Grecia.</p> <p>The <i>Museo del Prado</i> is a famous art museum in Madrid. It contains Works of Velásquez, Goya, el Greco and Murillo. The museum of modern art is the <i>Reina Sofía Museum</i>. It contains works of art by Picasso, Dalí and Miró.</p>

Unit 5 Vocabulary

Unidad 5: Vocabulario: España y sus regiones

<p><u>Vocabulario</u></p> <p>Un país Un estado Una ciudad Un pueblo Un región Un río Una montaña Un bosque Un jardín Un jardín público Un jardín botánico Un lago Un océano Un mar Una playa Una fiesta Una celebración Un castillo Un rey Una reina Una receta El toreo El torero</p>	<p>La comida El clima La geografía El dialecto La población El pueblo La gente</p> <p><u>Revisión</u></p> <p>Las celebraciones La comida Los monumentos Los adjetivos Los verbos Las preposiciones</p> <p>El mar mediterráneo El océano atlántico El golfo de Vizcaya Los Alpes Los Pirineos Montes de Toledo Sierra de Guadalupe Sierra Morena Picos de Europa</p>	<p><u>Los regiones y las provincias</u></p> <p>Andalucía:</p> <ul style="list-style-type: none"> • Cádiz • Córdoba • Granada • Málaga • Sevilla • Huelva • Jaén • Almería <p>Aragón:</p> <ul style="list-style-type: none"> • Zaragoza • Huesca • Teruel <p>Asturias Islas Baleárica El País Vasco</p> <ul style="list-style-type: none"> • Vizcaya • Álava • Guipúzcoa <p>Islas Canarias</p> <ul style="list-style-type: none"> • Las Palmas • Santa Cruz de Tenerife <p>Cantabria Castilla de la Mancha</p>	<p>Castilla y León</p> <ul style="list-style-type: none"> • León • Palencia • Burgos • Zamora • Valladolid • Segovia • Soria • Salamanca • Ávila <p>Cataluña</p> <ul style="list-style-type: none"> • Barcelona • Gerona • Lleida • Tarragona <p>Extremadura</p> <ul style="list-style-type: none"> • Caceres • Badajoz <p>Galicia</p> <ul style="list-style-type: none"> • A Coruña • Pontevedra • Lugo • Orense <p>La Rioja Madrid</p>
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Unit 5 Vocabulary

Unidad 5: Vocabulario: España y sus regiones

	<p>Rio Ebro Rio Júcar</p>	<ul style="list-style-type: none"> • Guadalajara • Toledo • Cuenca • Ciudad Real • Albacete 	<p>Murcia Navarra Valencia</p> <ul style="list-style-type: none"> • Valencia • Castellón • Alicante
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Unit 5 Grammar

This Unit will focus on the following grammatical concepts:

Verb tenses:

- The present perfect tense
- Regular subjunctive tense

Unit Project (Choose 1)

1. Create a multimedia rich presentation of one of the Regions of Spain. Include in your presentation demographics, languages used, climate, celebrations/festivals, music, regional gastronomy, and other aspects that are unique to your region. Present to the whole group in Spanish.

Rubric Required

2. Choose a topic in this unit that was of special interest to you and consult with the teacher for approval. Do some additional research to add to what we already know. Prepare a presentation in any medium of your choice, provided that it has a visual aspect to it. Share your findings with the class.

Rubric Required