PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

World Languages Curriculum

Spanish III Curriculum

Grade 9-12

Unit 7: El sistema político de España

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 7			
#	**Student Learning Objective**	**CCSS**	4 weeks
1	Demonstrate knowledge and comprehension of Spanish history and historical events.	**7.1.NH.A.5** **7.1.NH.B.1** **7.1.NH.B.5** **7.1.NH.C.5**	
2	Identify the political parties and demonstrate knowledge and comprehension of the political system in Spain today.	**7.1.NH.C.2** **7.1.NH.B.5** **7.1.NH.C.3**	
3	Demonstrate knowledge and comprehension of Spain's monarchy and its governance**.**	**7.1.NH.A.3** **7.1.NH.B.5**	
4	Demonstrate knowledge and comprehension of Spain's presidency. Identify the role of the President of the Government and the King of Spain.	**7.1.NH.A.4** **7.1.NH.C.3** **7.1.NH.C.2**	

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Differentiated Instruction
Accommodate Based on Students Individual Needs: Strategies

Time/General	Processing	Comprehension	Recall
- 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	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
- Computer/whiteboard - Tape recorder - Spell-checker - Audio-taped books	- Extended time - Study guides - Shortened tests - Read directions aloud	- Consistent daily structured routine - Simple and clear classroom rules - Frequent feedback	- 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 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, 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

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Enduring Understanding

➢ Historical events play a role in the shaping of a nation
➢ Political development of a country affect its relations globally
➢ The role of the president and his team in decision-making is subject to checks and balances.
➢ The freedoms exercised by the people are determined by policies and laws

Grade: 9-12	Unit: Seven	Topic: El sistema político de España

NJCCCS: 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.1, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5

ACTFL Modes of Communication:

➢ Interpersonal
➢ Interpretive
➢ Presentational

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 1 Demonstrate knowledge and comprehension of Spanish history and historical events. **7.1.NH.A.5** Demonstrate	• What can we learn from history? • What are the leading causes of civil war?	**Timeline** Create a timeline of the Spanish Civil War and submit for grading. **Journal Entry** Watch the video on the Spanish Civil War and write a	**Spanish civil war** http://www.britannica.com/event/Spanish-Civil-War **La guerra civil española**	*Guérnica* was painted by the Cubist Spanish painter Pablo Picasso in 1937. Guérnica, refers to the city that was bombed by Nazi planes during the Spanish Civil War. The *ruins of Belchite* survive

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NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
comprehension of short conversations and brief written messages on familiar topics. **7.1.NH.B.1** Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. **7.1.NH.B.5** Converse on a variety of familiar topics and/or topics studied in other content areas. **7.1.NH.C.5** Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	• How can cultural diffusion impact language and customs?	reflection in your journal. Minimum is 2 paragraphs long. **Pair Discussion** In pairs, discuss the leading causes of civil war and the impact it leaves on a people and culture. Broaden the discussion to a whole group setting. **Compare/Contrast** Play a recording of "La Marcha Real" and then play a recording of Star-Spangled Banner". Ask students to compare and contrast both national anthems, describing similarities and differences in tone, selected words and meanings.	• http://www.donquijote.org/cultura/espana/historia/la-guerra-civil • http://www.claseshistoria.com/2guerramundial/antecedentes-espana.html **La historia de España in 15 minutos - video** https://www.youtube.com/watch?v=imDt6lfIFps **La Marcha Real-National Anthem - Song and Lyrics** https://www.youtube.com/watch?v=Ue4p3CoNjv0	today as a site where the ravages of the war are more striking than anywhere in contemporary Spain.

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 2 Identify the political parties and demonstrate knowledge and comprehension of the political system in Spain today. **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. **7.1.NH.B.5** Converse on a variety of familiar topics and/or topics studied in other content areas. **7.1.NH.C.3** Describe in writing people and things from the home and school environment.	What is Spain's political structure? What is a monarchy? How do the symbols of government reflect the type of government in place? How are political parties born?	**Political Parties** In groups, assign students to a political party. Each group will discuss "their" party's core beliefs and mission. Each group will report back on "their" political party. **Slogan** Students can select a political party that they can best associated with and/or relate to, and create a slogan. Groups will share their slogan with the class and the class will responds with thumbs up /down according to whether or not the slogan accurately represents the party's mission and beliefs. **Headlines** In groups of 3, create 3 headlines about an event in Spanish history. Choose your best one and post it on the board. **Paired Verbal Fluency:**	**Spanish Political Parties** http://metapolls.net/spanish-political-parties/#.Vl37lvmrTWI **Elecciones 2015** http://www.bbc.com/mundo/noticias/2015/05/150524_espana_elecciones_regionales_municiaples_aw **Headlines:** www.fodey.com	Spain's political parties: **PP**: Partido Popular **PSOE**: Partido Socialista Obrero Español **IU:** Izquierda Unida **UPyD:** Unión Progreso y Democracia **PNV:** Partido Nacionalista Vasco **ERC:** Esquerra Republicana de Cataluña **CiU:** Convergencia i Unio

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		In pairs, students letter off A and B. Teacher gives prompt or 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).		
SLO # 3 Demonstrate knowledge and comprehension of Spain's monarchy and its governance**.** **7.1.NH.A.3** Recognize some common gestures and cultural practices associated with target culture(s).	How did monarchies shape Europe?	**Compare and Contrast** Compare and contrast Spanish and US governments. Share your observations with a partner and then report back to the whole group. **Journal Entry** Write a one page journal entry about Spain's Monarchy. Include facts and important dates. Read aloud your entry to a partner.	**Historia de España y su Monarquía 1: Casa de Austria - video with complete text** https://www.youtube.com/watch?v=H6GGVPAneFM **Historia de España y su Monarquía 1: Casa de Borbon - video with complete text** https://www.youtube.co	Spain is a *constitutional monarchy* whose government is defined by the Constitution of Spain. This was approved by a general referendum of the people of Spain in 1978. *President of the Government,* sometimes misleadingly called "the Spanish President", is the first minister and is elected

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.		**Ranking.** Select 4 elements of political ideology. Ask students to rank them and provide a justification. Allow them to pair share or network. Students process what their peers said and change the order of ranking if they have experienced a change of heart based on the new information.	m/watch?v=kGdonbr-kYw **España es una Monarquía** http://thales.cica.es/rd/Recursos/rd98/Historia/03/espana_es_una_monarquia.html	by the Congress of Deputies. He is informally but internationally and commonly referred to as the "Prime Minister".
SLO # 4 Demonstrate knowledge and comprehension of Spain's presidency. Identify the role of the President of the Government and the King of Spain. **7.1.NH.A.4** Identify people, places, objects, and activities in daily life based on oral or written descriptions.	How do leaders represent the values and culture of a nation? How would you define freedom? Why is diplomacy important?	<u>**Discussion**</u> In pairs, discuss the role of the President of the Government. Report back to the whole group. <u>**Poster**</u> Based on your comprehension of the Spanish government and the roles of the President of the Government and the King, create a poster that reflects your view of the power of the aforementioned men.	**Casa Real** http://www.casareal.es/ES/MonarquiaHistoria/Paginas/historia-monarquia.aspx# **The Spanish President and the Council of Ministers** http://study.com/academy/lesson/heads-of-spanish-government-the-spanish-president-council-of-ministers.html	Spain's government is a parliamentary democracy. Spain's head of state is King Felipe VI, who replaced his father, Juan Carlos II, in 2014. Juan Carlos came to the throne in 1975 upon the death of the dictator Franco, who restored the monarchy before his passing.

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
7.1.NH.C.3 Describe in writing people and things from the home and school environment. **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.		**Questions in an envelope.** Pairs of students are given an envelope containing questions in the target language. The aim is to use the fewest out of the envelope. Listener asks for clarification, contributes to the dialog or asks follow up questions to keep the conversation going for two minutes.	**Tipo de Gobierno** http://www.mequieroir.com/paises/espana/emigrar/descripcion/gobierno/	

Unit 7 Vocabulary

Unidad 7: Vocabulario: El sistema político de España

Vocabulario	La legislación	La tradición	**Los verbos**
Un gobierno	El voto	La negociación	Gobernar
Una embajada	La ley	El mayor	Elegir
Un embajador	El alcalde	El menor	Votar
Una embajadora	La alcaldesa		Delegar
Una asamblea	El ministro		Decidir
Una cédula de votación	La monarquía	**Adjetivos**	Destituir
Un gabinete	El político	Honorable	Acusar
La campaña	La política	Fuerte	Seleccionar
Un candidato	El poder	Joven	Regular
Una candidata	El comisario	Arrogante	Designar
Un comité	El ministro de justicia	Agradable	Tener el poder
Una constitución	La propaganda	Humilde	Conservar
Un tribunal	Le referéndum	Leal	Confirmar
La democracia	El rey	Bajo/baja	
Un diputado	La reina	Diplomático/ diplomática	
Una bandera	La representación	Complicado/complicada	
Una elección	La república	Atrevido/atrevida	
Un emperador	La revolución	Confiado/confiada	
Una imperadora	El senado	Educado/educada	
Al presidente	El senador	Sabio/sabia	
La primera dama	La ciudadanía		
Las fuerzas armadas	La nacionalidad		
Los impuestos	La coronación		

Unit 7 Grammar
This Unit will focus on the following grammatical concepts: Verb tenses: • Present Subjunctive Review Superlatives

Unit Project (Choose 1)	
1. Prepare a combined project with the Social Studies teacher to help students understand the importance and the impact of Spain's Civil War. Students prepare a comparative time line showing world events, US events, and overlay the Spanish timeline. Students present their work to the class. Rubric Required	2. In groups, create presidential campaigning questions in Spanish and then act out a presidential debate in class. Questions should be focused on various issues per group i.e. education, health, immigration, etc. Rubric Required