

World Languages Curriculum

Spanish IV Curriculum



Grades 9-12

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

Course Description

Philosophy:

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- 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 material presented by natives for natives, as well as familiar material 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 Languages units for Spanish IV consist of the following:

Unit 1 California, el suroeste y otros estados

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

Unit 3 México

Unit 4 Sudamérica: Venezuela, Colombia, Ecuador, Perú, Bolivia, Chile, Paraguay, Uruguay, Argentina

Unit 5 El Caribe: Cuba

Unit 6 República Dominicana

Unit 7 Puerto Rico

Pacing Chart – Unit 2

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

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.

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

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/ 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

- The influence of Spanish settlers is present in daily life
- The process of *mestizaje* is one in which indigenous groups and their practices become woven into the mainstay culture
- Religion has a profound influence on Hispanic culture.

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

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>SLO # 1 Identify, discuss and demonstrate your knowledge of Guatemala</p>	<p>What were the</p>	<p><u>Listening Comprehension/video discussion</u> Watch a video on the culture of Guatemala. In pairs, discuss your</p>	<p>Cultura de Guatemala http://www.donquijote.org/cultura/guatemala/</p>	<p><i>Los Mayas, los Xincas, los Ladinos, and los Garífunas are known as the four cultures of Guatemala.</i></p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and El Salvador concentrating on and culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.</p> <p>7.1.II.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in</p>	<p>major influences on Guatemalan culture?</p> <p>What is the impact of religious beliefs among indigenous groups?</p>	<p>observations and share with the whole group.</p> <p><u>El Quetzal no Muere Nunca</u> Read the children’s book, el Quetzal no Muere Nunca and write a summary of the story. Using a Venn diagram, compare it to the Lion King.</p> <p><u>El Norte Movie Review</u> View a segment of the movie, El Norte. Pretend that you are a famous movie reviewer and write a one-paragraph review of the film. Make sure that your review has a catchy title.</p> <p><u>Regional Cuisine</u> Select a recipe for a regional meal and write a short comparison to similar meal in your culture. Share with a partner then with the class.</p> <p><u>Reading Comprehension</u></p>	<p>Las Cuatro Culturas de Guatemala http://mundochapin.com/2014/07/las-cuatro-culturas-de-guatemala/24266/</p> <p>Cultura Guatemala - video https://www.youtube.com/watch?v=wkwe13YFeaE</p> <p>Guatemala: Cultura Indigena Terra Maya - video https://www.youtube.com/watch?v=fGx0CK58IK4</p> <p>Costumbres de Guatemala: Comida Típica https://www.youtube.com/watch?v=ZxvDmlWPWUY</p> <p>GUATEMALA quetzal cultura maya música folklórica https://www.youtube.com/watch?v=dJjiN2zBFO0</p> <p>El Salvador: Historia, Lengua y Cultura</p>	<p>The <i>Guatemala Quetzal</i> (GTQ): One unit of Guatemalan currency is called the quetzal, named after a unique species of bird. The Guatemala quetzal is divided into 100 centavos.</p> <p>The monetary unit of El Salvador till 2004 was the <i>colón</i> which consisted of 100 centavos. In cash circulation there were notes valuing 5, 10, 25, 50, 100 and 200 colones. All denominations had a seated portrait of Christopher Columbus on the back. Since January, 2001, the US dollar has been frequently used.</p> <p><i>Pupusa</i> is a thick hand made corn tortilla filled</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p>How did language evolve in El Salvador?</p> <p>How did Spanish settlers influence the Salvadorian culture?</p> <p>What are the effects of Civil War on culture?</p>	<p>Students read "<i>el Salvador: Historia, lengua y cultura</i>". In pairs, students discuss the article and then share their observations with the whole class.</p> <p>Poem Students create a descriptive poem about scenery from the target culture specific to Guatemala or El Salvador. Students take turns reading aloud their poem.</p> <p>Journal Entry Watch the documentary "<i>Viajar a el Salvador</i>". In your journal, write a one page entry of what intrigued you in the video and why you would love to explore el Salvador. Read your entry to a partner.</p> <p>Graph/Chart Graph/Chart historical events during the Salvadoran Civil War. Share with a partner.</p>	<p>http://www.guiamundialdeviajes.com/el-salvador/historia-lengua-cultura</p> <p>Cultura en el Salvador -video https://www.youtube.com/watch?v=-laQJOADGAM</p> <p>El Salvador y sus pueblos indigenas - video https://www.youtube.com/watch?v=6E8BIHUrIFY</p> <p>Viajar a el Salvador - Documental - video https://www.youtube.com/watch?v=oNTLG8z1UTY</p> <p>Folklore de El Salvador - "El Torito Pinto" - video https://www.youtube.com/watch?v=2eM3Zr8rRPk</p> <p>Historia de el Salvador - la guerra civil http://teoriadelestadoutec.blogspot.com/2013/03/la-guerra-civil-1980-1992.html</p>	<p>with <i>chicharrón</i> (pork skin), beans and cheese.</p> <p><i>Pipil</i> (natively <i>Nawat</i>) is a Uto-Aztec language which is similar to <i>Nahuatl</i>, and which was spoken in several parts of present-day Central America before the Spanish conquest. Less than one percent of the population speaks the <i>Pipil</i> language, in places such as Izalco and several other towns in el Salvador.</p> <p>A <i>Cabalgador</i> (Spanish: Cavalry, Horseman, Horserider) is a Salvadoran horse-mounted livestock herder (cowboy) of a tradition that originated on the Iberian Peninsula and was brought to Central America by Spanish settlers.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>SLO # 2 Identify, discuss and demonstrate your knowledge of Honduras and Nicaragua, concentrating on culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<p>How do low mortality rates and high fertility rates affect country's economy?</p> <p>How is culture shaped by history?</p>	<p><u>Lectura Literaria</u> Students read " <i>La tela de Penélope o quién engaña a quién</i>" and answer questions with a partner. Submit.</p> <p><u>Photo I.D.</u> Provide images/photos from the target culture of various things i.e. celebrations, monuments, foods, etc. Two similar images are shown on a screen. One student provides a verbal description of one of the pictures to his/her partner who then draws it. The student who has been listening is given a choice of which picture A or B has been described. Switch roles and repeat for the next series of pictures.</p> <p><u>Video</u> Watch you tube video Nicaragua. Identify five reasons why it was elected as the best touristic site of 2014. In pairs, students discuss reasons to visit a country and what</p>	<p>¡Avancemos! 4 Nota Cultural Textbook: p. 200</p> <p>¡Avancemos! 4 Lectura literaria La tela de Penélope o quién engaña a quién Textbook: pp 200-201</p> <p>Nicaragua elegida como el mejor sitio para visitar en este 2014 - video https://www.youtube.com/watch?v=i_0HHVb140U</p> <p>Comidas típicas de Honduras http://hondurastienedetodo.blogspot.com/2013/04/comidas-mas-tipicas-de-honduras.html</p> <p>Celebraciones en Honduras https://donlimhon.wordpress.com/fechas-y-feriados/</p>	<p>Lempira is the monetary unit in Honduras; it is divided into 100 centavos.</p> <p>Cordoba is the monetary unit in Nicaragua; it is divided into 100 centavos.</p> <p>The vast majority (90%) of the Honduran people are mestizo, a mixture of European and American Indian.</p> <p>Honduras has a rich and varied flora and fauna. Tropical trees, ferns, moss, and orchids abound, especially in the rain forest areas.</p> <p>Lake Nicaragua contains the only freshwater sharks in the world, owing to a prehistoric geological</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>		<p>makes it a best touristic place. Pairs create a travel poster with a catchy title, compelling images and a summary of their 5 reasons.</p> <p><u>Cost effective</u></p> <p>Plan a dinner date for two while visiting Honduras. Select a restaurant, meals, beverages, and dessert. Calculate your total including the tip in Honduran money, and then convert the total to American dollars.</p>	<p>Currency converter http://www.xe.com/currencyconverter/</p>	<p>movement that separated the lake from the Pacific Ocean, gradually changing the ocean water into fresh water.</p>
<p>SLO # 3 Identify, discuss and demonstrate your knowledge of Costa Rica and its culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about</p>	<p>What is the role of tourism in a country's economic growth?</p>	<p><u>Jeopardy</u></p> <p>Students play a Jeopardy style review game with the following categories: celebrations, currency, languages and capital for Costa Rica. Teams compete against each other to win points.</p> <p><u>Video Comprehension</u></p> <p>Watch the video "<i>Turismo en Costa Rica</i>". Write a summary of your observation highlighting five topics i.e. food, parks, education, etc.</p>	<p>¡Avancemos! 4 Parque Nacional Tortuguero, Costa Rica Textbook: p. 205</p> <p>¡Avancemos! 4 Comparación Cultural Viajar y aprender Textbook: p. 181</p>	<p><i>Cascadas de la Paz</i> is a waterfall in central Costa Rica. The waterfall and the surrounding area were severely damaged during a 6.1 magnitude earthquake in 2009.</p> <p>The Costa Rican unit of currency is the <i>Colón</i>. Named after Christopher Columbus, the first European to visit Costa Rica. The <i>Colón</i> has a</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>through oral or written descriptions.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p>What is the importance of our rainforests and what should we do to preserve them?</p>	<p><u>Newspaper Article</u> Students write a newspaper article about Costa Rica including places to visit, places to eat, celebrations, costs, etc. Be sure to include a catchy title to your article.</p> <p><u>Glogster</u> Assign a famous person from Costa Rica or other country from this unit and have students create a poster on Glogster. Hang all posters for a class gallery walk.</p> <p><u>Reading Comprehension/ Visualizing the setting</u> Read the adapted version of "<i>La Prensa</i>". To help visualize the two places, make a mind map for each one. In the center, write the name of the place, and in attached circles, provide descriptions. (A sample can be found in the textbook).</p>	<p>¡Avancemos! 4 Comparación Cultural El ecoturismo Textbook: p. 161</p> <p>Turismo en Costa Rica - video https://www.youtube.com/watch?v=m4jjMH47fpg</p> <p>Recetas típicas de Costa Rica http://recetastipicascr.com/</p> <p>Arte y Cultura de Costa Rica http://www.wiley.com/college/modlang/dawson394416/panorama/costarica/artycult.html</p> <p>¡Avancemos! 4 Lectura Literaria La Prensa Textbook: pp 336-339</p>	<p>value that fluctuates between 500-550 colónes per 1 US dollar.</p>
<p>SLO # 4 Identify, discuss and</p>		<p><u>Tourism</u> Watch a video on tourism in Panama. In pairs, students discuss</p>	<p>¡Avancemos! 4 Todo junto</p>	<p>Balboa is the monetary unit used in Panama. They use American currency and</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>demonstrate your knowledge of Panama and its culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.</p> <p>7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics</p>	<p>How does a country experience an economic boom and keep the unemployment rate down?</p> <p>How do economic incentives assist a country's tourism rate?</p>	<p>the major attractions and places to visit and then report back to the whole group.</p> <p><u>Gastronomy</u> Students will describe a typical food from Panama, including the ingredients. Their peers will guess what the food it is.</p> <p><u>Biography</u> Assign each student a famous person from Panama. Students will write a one-page biography and present it to the whole group. Students are encouraged to bring in picture(s) of the person.</p> <p><u>Video Narration</u> Pretend that you are a TV announcer describing the action of a Panamanian folk dance. Describe each scene of the video found at https://www.youtube.com/watch?v=pbYDongTvtI. Be sure to include what the dancers are holding and/or wearing. Explain the significance of the costumes and props.</p>	<p>Textbook: pp 94-95</p> <p>¡Avancemos! 4 Comparación Cultural Textbook: p. 134</p> <p>El turismo en Panamá - video https://www.youtube.com/watch?v=-U6ZzuHmqh4</p> <p>Qué Comer Dónde - La comida típica de Panamá http://quecomerdonde.es/sin-categoria/platos-tipicos-de-la-gastronomia-de-panama/comment-page-1/</p> <p>Arte y Cultura de Panamá http://www.wiley.com/college/modlang/dawson394416/panorama/panama/artycult.html</p> <p>Molienda de Cana - Baile Folklorico Panama https://www.youtube.com/watch?v=iq5bIm7E7_4</p>	<p>their own money interchangeably, as they have the same value (exchange rate 1:1)</p> <p>El <i>Canal de Panamá</i> is a 48-mile (77 km) ship canal in Panama that connects the Atlantic Ocean (via the Caribbean Sea) to the Pacific Ocean. The canal cuts across the Isthmus of Panama and is a key conduit for international maritime trade.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>studied in other content areas.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>		<p><u>Sugar Cane Production</u> After researching the production of sugar cane in Panama, create a symbol description card of each step of the process. Sequencing their cards, student groups will come to the front of the room and narrate the process in their own words for the class.</p> <p><u>Advertisement</u> You wish to start a Panama Hat business on the Internet. Create a web page advertising the varieties and prices that you offer. Be sure to add illustrations and your contact information.</p>	<p>Fiestas Nacionales de Panamá http://www.panamatoptravel.com.pa/es/eventos-panama/fiestas-nacionales-panama.html</p> <p>Personajes importantes de Panamá http://www.panama24.org/Personajes-Importantes-panama.htm</p>	

Unit 2 Vocabulary

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

Vocabulario

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

Los adjetivos

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

Los verbos

Viajar
 Visitar
 Encantar
 Nadar
 Bailar
 Cantar
 Celebrar
 Comprar

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

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

Revisión

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

Unit 2 Grammar

This Unit will focus on the following grammatical concepts:

- Verb tense review:
 - Present
 - Present perfect
 - Present progressive
 - Future
 - Conditional
 - Preterit
 - Imperfect
- Reflexive verbs
- Stem changing verbs

Unit Project (Choose 1)

1. Your friend is taking a trip to a Central American country. Share a scrapbook of your trip. Each page should include 3 to 5 pictures. Scrapbook should be between 4 and 6 pages in total. Students present in class and provide descriptions, answer questions, and include at least one anecdote about a special moment narrated in the past tense.

Rubric Required

2. Select a famous native person from one of the following countries: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and/or Panamá. Research and present the biography of the person. Provide images, music and a narrative report. Choices include PowerPoint, Poster, Glogster, Music, iMovie. Narration in Spanish with an emphasis on the choice between the preterit and the imperfect tenses.

Rubric Required