

TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors Spanish V

Curriculum Guide

Curriculum Guide Re Approved December 2018



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum
Assistant SuperintendentDr. Noreen Lishak
Assistant Superintendent.....Ms. Ann Moses
Director of Student Information/TechnologyMs. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Honors Spanish V

Curriculum Committee Members

Antonia Peralta

Table of Contents

Title Page	Page 1
Board Members	2
Administration	3
Department Supervisors	4
Curriculum Committee	5
Table of Content	6
District Mission/Philosophy Statement	7
District Goals	8
Course Description	9
Recommended Texts	9
Course Proficiencies	10-11
Curriculum Units	12-25
Appendix: New Jersey Core Curriculum Content Standards	

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation**

Course Description

The Spanish V course is a thematic introduction to literature, art and culture of the Hispanic world as well as a review and refinement of previously learned grammar and vocabulary. Instructional content reflects a variety of topics such as origins, development and evolution of the Spanish language, leisure time activities, family relationships, customs and beliefs, the urban versus rural environment, communication, Spain and Latin America in the 21st Century, the world of work, a multicultural society, gender roles and stereotypes, education, revolutionary movements and the Hispanic presence in the United States. Short contemporary literature, film, poetry, current newspaper/magazine articles, other non-technical writings in addition to the textbook will also be studied. Discussions in the target language will perfect students' pronunciation and communication skills. Since some students who elect this course may wish to take the AP exam upon completion, students will engage in some activities that speak to the AP Spanish test. Practice in organizing thoughts in order to speak on tapes, write compositions and take timed practice tests may be infused into the curriculum.

Recommended Textbooks

Reflejos

Course Proficiencies

Students will be able to...

Semester I

- Name and define folkloric instruments used in Spanish music
- Discuss the history and origin of folkloric instruments and significance in Spanish music
- Define and use the vocabulary of the instruments used in the Latino world
- Describe “El Corrido Mejicano” its importance and beginnings
- Create and apply the present subjunctive with noun and adjective clauses
- Use demonstrative adjectives and pronouns
- Analyze and critique Diego Rivera’s “Baile en Tehuantepec” and other selected works
- Discuss Gabriela Mistral’s biography
- Analyze and critique select poems by Gabriela Mistral, Federico García Lorca; and Nicolás Guillén
- Evaluate the significance of poems
- Synthesize the three works
- Describe Hispanic foods and their origins
- Relate Hispanic foods to their individual countries
- Explain the importance of the “paella valenciana” in Spain

Semester II

- Define and apply vocabulary dealing with the environment and ecology
- Assess ways to better the environment
- Discuss the serious concerns effecting the ozone layer
- Create an advertisement for a product that will help the environment
- Utilize the future tense in original and applied sentences
- Using the conditional tense discuss what could be done to minimize pollution
- Employ the use of diminutive and augmentative forms
- Recite and analyze select proverbs
- Analyze and critique “Paisaje de San Antonio” by José Antonio Velásquez
- Compare and contrast the five poems by Claribel Alegria, Dida Aguirre García, Lily Flores Palomino, Antonio Machado and Porfirio Menenses Lazón
- Identify the “Pueblos Indígenas”
- Locate the origins of the three great indigenous empires

- Construct and use the imperative affirmatively and negatively
- Define and use vocabulary related to food preparation
- Discuss the Mayan society and their agriculture
- Form original sentences using the affirmative and negative expressions
- Construct sentences using transitional expressions
- Recite and analyze select proverbs
- Discuss the artists biography and works by Ginés Parra and José Agustín Arrieta
- Read and relate “Un sándwich de arroz” by Sandra Cisneros personally

- Compare and contrast the Mayan, Inca and Aztec cultures using given vocabulary
- Evaluate the “Yanomamos” culture
- Formulate and apply the present progressive tense
- Apply and differentiate all the indicative perfect tenses
- Identify and construct sentences using the simple and compound prepositions
- Describe and critique works by the “moche” culture
- Synthesize the works discussed by Raúl Carimán Bustamante, Victor Montejo, Pablo Neruda and Marjorie Agosin

Curriculum Units

Unit 1: Cantos y Bailes

Unit 2: Sabores y Colores

Unit 3: El Medioambiente y la Ecología

Unit 4: Pasado y presente

Pacing Guide- Course

Content

Number of Days

Unit 1: Cantos y Bailes

September – Mid November (10 weeks)

Unit 2: Sabores y Colores

Mid November - January (10 weeks)

Unit 3: El Medio Ambiente y La Ecología

February – Mid April (10 weeks)

Unit 4: Pasado y Presente

Mid April – Mid June (8 weeks)

Unit 1: Vocabulary

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What types of instruments are used in Spanish folkloric music? • What is the origin of these folkloric instruments? • What is the history of the salsa music? • What are the different types of Latino music? • Who are some of the contemporary Latino artists? 	<ul style="list-style-type: none"> • Explain sounds and describe each folkloric instrument • Label each instrument to its matching country • Talk about the mixture of music that creates “salsa” • Explain which types of Latino music you prefer to listen to • Name your favorite Latino artist 	<ul style="list-style-type: none"> • Read articles, listen and watch videos on folkloric instruments • Use maps, video clips and research internet • Listen to variety of Latino music • Debate and defend your preference of Latino music • Create power point/poster of favorite artist and incorporate music 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 1: Grammar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • When is the subjunctive used? • How is the subjunctive formed? • What are some expressions that require the subjunctive? • What is the demonstrative adjectives' function? • What are the demonstrative adjectives in Spanish? 	<ul style="list-style-type: none"> • Create sentences that request, express doubt and or emotions • Explain steps for appropriate conjugation • Use impersonal expressions • Express location of a subject in relationship to speaker/listener • List and define demonstrative adjectives 	<ul style="list-style-type: none"> • Create dialogue expressing hope/desire to attend Latino concert • Design a step by step chart • Watch and point out the specific expressions • Illustrate a chart with demonstrative adjectives • Label each demonstrative adjective and translate 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 1: Art and Literature

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What is the theme of “Baile en Tehuantepec”? • Who was Gabriela Mistral? • What is the significance of “La Guitarra” and its author? • What influenced the poem “Sensemaya”? 	<ul style="list-style-type: none"> • Describe the work of art using vocabulary • Discuss facts about the life of Gabriela Mistral • Identify what impacted the life of Garcia Lorca • Express how the African and Cuban cultures influenced the poem 	<ul style="list-style-type: none"> • Compare and contrast 2 works of Diego Rivera • Research Gabriela Mistral • Relate how the Spanish Civil War effected Garcia Lorca in a composition • Illustrate an image combining the two cultures 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 2: Vocabulary

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are some common Hispanic foods and which countries are they most prevalent? • Why is the Latino cuisine so varied? • What three cultures influenced the ingredients of the paella? • What are some foods and utensils used in Latino cooking? • What are the main ingredients in Mayan food? 	<ul style="list-style-type: none"> • Generate a chart indicating the typical Latin foods and the native countries • Analyze the geography of Latino countries • Identify the cultural mix that influenced the paella valenciana • Categorize foods, measurements and utensils • Explain the main ingredients of Mayan food 	<ul style="list-style-type: none"> • Using the internet research Latino countries and their native foods • Create a map indicating the crops native to specific Latino countries • Read article on the origins of the paella • Demonstrate a Spanish recipe step by step • Investigate through the internet and readings the Mayan cuisine 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 2: Grammar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none">• How is the Imperative formed?• What are some affirmative expressions?• What are some negative expressions?• What words help to connect two phrases?	<ul style="list-style-type: none">• Formulate the construction of the Imperative• List and define the Affirmative Expressions• Create original responses negatively• Utilize transitional words personally	<ul style="list-style-type: none">• Watch power point of formation of the Imperative• Create a chart of the affirmatives/negatives and their uses/translations• Rewrite and combine sentences using transitional words	<ul style="list-style-type: none">• Class work• Homework• Quiz• Participation• Dialogues• Listening comp.• Dictation• Video clips• Performance based assessments• Oral presentations• Test

Unit 2: Art and Literature

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What proverbs use food to teach a moral lesson? • Who is Gines Parra? • Who is José Agustín Arrieta? • Who was Sandra Cisneros? 	<ul style="list-style-type: none"> • Retell the proverbs that refer to food • Identify a cubist artist in Spanish art • Name a “costumbrista” artist of Mexico • Discuss facts about the life of Sandra Cisneros 	<ul style="list-style-type: none"> • Apply proverbs in role playing dialogues • Watch video clips of the life and works of Gines Parra and take notes • Read and answer questions about the life and work of José Agustín Arrieta • Research the life of Sandra Cisneros and write a composition expressing how “Un Sandwich de arroz” relates to her life 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 3: Vocabulary

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are some concerns with our environment? • What are some dangers affecting ecology? • What can you do to correct problems with the environment? • What are some serious problems with the ozone layer and some possible solutions? 	<ul style="list-style-type: none"> • Talk about pollution using vocabulary • Explain some dangerous affecting ecology • Describe solutions to better the environment • Identify concerns/solutions with the ozone layer 	<ul style="list-style-type: none"> • Watch and listen to reports on the effects of pollution on our environment • Develop a composition explaining the dangers affecting ecology • Debate ways to improve our environment • Create an advertisement for a product or solution to help protect the ozone layer 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 3: Grammar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • When is the future tense used? • When is the conditional tense used? • How are the future and conditional tenses formed? • When are diminutives and augmentatives used? 	<ul style="list-style-type: none"> • Create sentences that express actions that will occur • Develop phrases expressing what could be done • Explain the steps for the appropriate conjugations for the future and conditional tenses • Identify words that express an increase/decrease in size or volume and positive and negative value judgements 	<ul style="list-style-type: none"> • Create a dialogue expressing what you will do to help the environment • Design a poster suggesting what could be done to improve the environment • Correct erroneous posters displayed using the smart board and explaining the formation of both the future and conditional • Label objects in the room with appropriate diminutives or augmentatives 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 3: Art and Literature

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What is the moral lesson of the proverb? • What is the main theme in José Antonio Velásquez's "Paisaje de San Antonio"? • What common theme do all five poems share? 	<ul style="list-style-type: none"> • Explain the significance of proverb • Describe the art work by José Antonio Velásquez using the vocabulary from this chapter • Identify the common theme in all five poems by Alegría, Aguirre García, Flores Palomino, Machado and Menenses Lazón 	<ul style="list-style-type: none"> • Relate how the proverb could apply to your own personal life through personal experiences in an oral speech • Compare and contrast Velásquez's work with that of an American artist that uses nature as it's theme in his works • Synthesize the themes in these five poems in a composition 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 4: Vocabulary

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are the three main indigenous cultures of Latino America? • Where did the Mayas, Incas and Aztecs live? • What did these civilizations have in common? • What are some of the customs of the Yanomamos culture? 	<ul style="list-style-type: none"> • Describe the Mayan, Aztec and Inca cultures • Label each Indigenous group with the countries they come from • Explain the similarities of these 3 cultures using the chapter vocabulary • Talk about the customs of the Yanomamos culture 	<ul style="list-style-type: none"> • Research the 3 great indigenous cultures of Latino America • Illustrate a map highlighting the countries that each indigenous group came from • Debate which culture was superior by synthesizing • Watch video clip of the Yanomamos culture 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 4: Grammar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • When is the Present Progressive used? • How is the present progressive formed? • What is the present perfect used for? • What is the use of prepositions? 	<ul style="list-style-type: none"> • Create sentences that emphasize actions in progress • Explain steps to form the present progressive • Describe recent past actions and describe or inquire about life experiences • Express how prepositions join two or more parts of a sentence and establish a relationship between them 	<ul style="list-style-type: none"> • Watch news clip and use present progressive to narrate actions • Design a step by step chart • Create a dialogue expressing recent past actions with a classmate • Using Actividad 11, p. 190, describe the position of the objects Gloria has and where they are using compound prepositions 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 4: Art and Literature

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Who was the moche culture? • What did Bustamante, Montejo, Neruda and Agosia all commonly write about in their poems discussed? 	<ul style="list-style-type: none"> • Describe the civilization that lived in the northern coast of Peru approximately 2000 years ago • Express how nature Bustamante, Montejo, Neruda and Agosía 	<ul style="list-style-type: none"> • Create a power point of some of the handiworks of the moche culture its importance • Illustrate a poster of all the common elements that influenced the four poets discussed 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

New Jersey Core Curriculum Content Standards
Academic Area

<http://www.state.nj.us/education/cccs/2014/wl/WL.pdf>

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

New Jersey Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • Generally has opening and/or closing 	<ul style="list-style-type: none"> • Opening and closing 	<ul style="list-style-type: none"> • Opening and closing
	<ul style="list-style-type: none"> • Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> • Attempts to focus • May drift or shift focus 	<ul style="list-style-type: none"> • Usually has single focus 	<ul style="list-style-type: none"> • Single focus 	<ul style="list-style-type: none"> • Single focus • Sense of unity and coherence • Key ideas developed 	<ul style="list-style-type: none"> • Single, distinct focus • Unified and coherent • Well-developed
	<ul style="list-style-type: none"> • No planning evident; disorganized 	<ul style="list-style-type: none"> • Attempts organization • Few, if any, transitions between ideas 	<ul style="list-style-type: none"> • Some lapses or flaws in organization • May lack some transitions between ideas 	<ul style="list-style-type: none"> • Ideas loosely connected • Transition evident 	<ul style="list-style-type: none"> • Logical progression of ideas • Moderately fluent • Attempts compositional risks 	<ul style="list-style-type: none"> • Logical progression of ideas • Fluent, cohesive • Compositional risks successful
	<ul style="list-style-type: none"> • Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> • Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> • Repetitious details • Several unelaborated details 	<ul style="list-style-type: none"> • Uneven development of details 	<ul style="list-style-type: none"> • Details appropriate and varied 	<ul style="list-style-type: none"> • Details effective, vivid, explicit, and/or pertinent

Usage (see below)	<ul style="list-style-type: none"> • No apparent control • Severe/ numerous errors 	<ul style="list-style-type: none"> • Numerous errors 	<ul style="list-style-type: none"> • Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> • Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> • Excessive monotony/ same structure • Numerous errors 	<ul style="list-style-type: none"> • Little variety in syntax • Some errors 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 	<ul style="list-style-type: none"> • Numerous serious errors 	<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors