
WORLD LANGUAGE DEPARTMENT

Spanish Conversation and
Composition
CURRICULUM 2010-2011

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WORLD LANGUAGE TEACHERS

Weeks	1 - 5
Topic	UNIT 1: The importance of being a multi-lingual and multi-cultural individual in the 21 st century society.
Essential Questions	
<ul style="list-style-type: none"> • How are languages other than English used to communicate? • What are cultural differences? • How will learning another language be useful in other aspects of life? • How can I become a more effective reader, writer, speaker, and listener in languages other than English? • How does the language I am studying help me to better understand my native language? • How does learning a new language help me to become an active global citizen? 	
Enduring Understandings	
<ul style="list-style-type: none"> ✓ In today's multi-cultural society there are several languages used to communicate in the global community. ✓ The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society. ✓ Self-reflection is an important part of creating growth in language acquisition. ✓ Understanding other cultures creates cultural sensitivity and acceptance. 	
Alignment to NJCCCS	
NJCCCS	7.1.IM.A.1 – 2 - 3 – 4 - 5 7.1.IM.A.7 - 8 7.1.IM.B. 1 – 2 – 3 – 4 - 5 7.1.IM.C. 1 – 2 – 3 – 4 - 5
Key Concepts and Skills	
<p>Communication</p> <ol style="list-style-type: none"> 1. Students will discuss importance of learning a foreign language 2. Students will compare/contrast cultural differences 3. Students will self assess their language acquisition <p>Grammar</p> <ol style="list-style-type: none"> 1. Review conjugation rules 2. Review sentence structure 3. Expressing desires/ wants <p>Culture</p> <ol style="list-style-type: none"> 1. Bilingual professions 2. Importance of second language acquisition 3. Being an active member in today's cultural society 4. Increase in cultural sensitivity 	
Learning Activities	
<ul style="list-style-type: none"> ○ Map completions to identify Spanish speaking countries ○ Audio activities: situational dialogues ○ Online bilingual job search ○ Create bilingual curriculum vitae ○ Comprehension activities ○ T-chart pros and cons of bilingualism 	

- Power point importance of learning foreign language
- Dramatization
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Bell ringers
- Creation of online poster (Why study a foreign language)
- Reading activities (sequencing and paraphrasing)
- Writing activities (emails and creating classified ad)
- Oral activities: opinions on language acquisition
- Grammar charts and organizers conjugation of verbs
- Cooperative learning activities
- Writing and reading narrative of job search
- Authentic newspaper articles
- Venn diagram of idiomatic expressions
- Listening activities to reinforce pronunciation and diction
- Web quests for bilingual jobs

Assessments

- Cooperative learning groups
- Oral presentation job interview
- Finalized curriculum vitae
- Personal journal
- Persuasive essay: Why learn another language?
- Homework
- Class notes
- Online assessment activities
- Web quests
- Role play: Job Interview
- Power point presentation of professional uses of language
- Finalized online poster

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	x	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Geography, Mathematics, Sociology, English, Performing Arts, Visual Arts, Legal Studies, Science

Weeks	6– 10
Topic	UNIT 2: Students learn about the geography and culture of Mexico and will learn vocabulary related to leisure travel in Mexico.
Essential Questions	
<ul style="list-style-type: none"> • Where is Mexico and what are some major geographical landmarks? • What is the essential vocabulary for car travel and car rental abroad? • What is the driving etiquette in Mexico? • What are some traffic and pollution problems in Mexico? • What are some common summer sports in other countries? • What is the useful vocabulary for renting summer sports gear? 	
Enduring Understandings	
<ul style="list-style-type: none"> ✓ Students will understand geographical landmarks and culture of Mexico. ✓ Discuss travel by car in Mexico. ✓ Describe traffic and pollution problems in Mexico. ✓ Read and discuss articles about summer sports for vacationers. 	
NJCCCS	7.1.IM.A.1 – 2 - 3 – 4 – 5 - 6 – 7 - 8 7.1.IM.B. 1 – 2 – 3 – 4 - 5 7.1.IM.C. 1 – 2 – 3 – 4 - 5
Key Concepts and Skills	
<p>Communication</p> <ol style="list-style-type: none"> 1. How to discuss the geography, history and culture of México 2. To discuss/learn some driving etiquette particular to México 3. Students will acquire useful vocabulary to rent a vehicle in México <p>Grammar</p> <ol style="list-style-type: none"> 1. Commands 2. Conditional Perfect tense 3. Future <p>Culture</p> <ol style="list-style-type: none"> 1. Foods of México 2. Summer sports 3. Mexican families 4. Familiarization of the different regions of México 5. Authentic literary pieces of México 	
Learning Activities	
<ul style="list-style-type: none"> ○ Map creations ○ Audio activities-Newscast regarding pollution problems in Mexico ○ Comprehension activities-Newspaper articles on traffic ○ Power point on traffic signs and rules ○ Dramatization-American traveler stopped by Mexican officer ○ Picture prompt activities-Summer sports ○ Video activities-You tube clips of drivers in Mexico 	

- Foldable-summer sports vocabulary
- Visual organizers-pollution problems
- Venn Diagram-compare and contrast driving in US vs. Mexico
- Bell ringers
- Interactive online vocabulary quizzes
- Provide written driving directions
- Reading activities (sequencing and paraphrasing of current events)
- Writing activities (compositions, lists, journal entries)
- Song lyrics analysis-¿Dónde jugarán los niños?
- Oral activities-Compare and contrast cultural differences
- Grammar charts and organizers-Future tense
- Cooperative learning activities-skit creation (traveling scenario)
- Writing and reading narratives
- Note taking
- Listening activities to reinforce pronunciation and diction
- Oral activities-Describe popular summer sports
- Teacher tube videos-Sport videos
- Podcasting-What would you do with your summer?
- Web quests-driving in Mexico/popular summer sports
- Tape recordings of oral speaking

Assessments

- Sports vocabulary quiz
- Skits
- Song lyrics analysis-¿Dónde jugarán los niños?-opinions and synthesis
- Audio/video programs
- Personal Journal creation-travel and summer topics
- Persuasive essay: Convince your friend to participate in your favorite past time
- Reports/projects-Pollution/Driving rules in Mexico
- Homework
- Class notes
- Skit performance-cop/driver in Mexico
- Skit performance-taxi/client interactions with oral directions
- Online assessment with ¿Dónde jugarán los niños?
- Web quests-summer sport rentals in Mexico
- Power point presentations-¿Cómo arreglamos los problemas del medio ambiente?

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

History, Geography, Sociology, Legal Studies, Driver's Education, Geology and Physical Education.

Weeks	11 – 20
Topic	UNIT 3: Students learn about the geography, popular sports, places to visit and culture of the Caribbean area
Essential Questions	
<ul style="list-style-type: none"> • What are the Spanish speaking islands in the Caribbean area? • What are some major geographical landmarks of the Caribbean? • What are some popular traditional dishes of the Caribbean region? • How do you properly order food in a Spanish speaking country? • What are the popular pastimes and sports in the Caribbean? 	
Enduring Understandings	
<ul style="list-style-type: none"> ✓ Students will be able to engage in conversations and discussions regarding the geography and culture of the Spanish speaking Caribbean Islands. ✓ Students will compare and contrast the cultural differences between the three Spanish speaking Caribbean Islands. ✓ Students will communicate about traditional foods and will appreciate the cuisine of the Caribbean. ✓ Students will discuss their vacation preferences when traveling to the Caribbean area. 	
NJCCCS	7.1.IM.A.1 – 2 - 3 – 4 – 5 - 6 – 7 - 8 7.1.IM.B. 1 – 2 – 3 – 4 - 5 7.1.IM.C. 1 – 2 – 3 – 4 - 5
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. How to discuss the geography, travel and culture of the Caribbean 2. Students will acquire useful vocabulary to order food in restaurants 3. Students will discuss favorite pastimes and famous athletes from the Caribbean 	
Grammar	
<ol style="list-style-type: none"> 1. Regular and Irregular of comparatives and superlatives (inequalities) 2. Stating likes qualities (tan-tanto-tanta-tantos, tantas) 	
Culture	
<ol style="list-style-type: none"> 1. Foods of the Caribbean 2. Influential dictators in the Caribbean (Trujillo, Castro, Batista, etc.) 3. Familiarization of the regions of the Caribbean 4. Famous athletes from the Caribbean 5. Authentic literary pieces of the Caribbean 	
Learning Activities	
<ul style="list-style-type: none"> ○ Map creation-El Caribe ○ Reading Comprehension-Recipes/Current Events/Menu/Travel Magazines ○ Audio activities-Online newscast ○ Create a travel brochure for the Caribbean ○ Pair activity-E-mail creation with travel suggestions ○ Travel itinerary creation 	

- Power point vocabulary introduction
- Foldable (pocket book, vocabulary book, tab book etc.)
- Dramatization-Restaurant role-play
- Picture prompt activities-pictures of Caribbean cuisine
- Video activities-sports and popular places
- Visual organizers-where to and not to travel in the Caribbean
- Bell ringers
- Reading activities (sequencing and paraphrasing)
- Writing activities (compositions, emails, journal entries)
- Personal journal creation-restaurant experiences/sports topics
- Oral activities-Where to travel?
- Class superlatives with popular vacation spots and activities
- Cooperative learning activities-brochure
- Writing and reading narratives
- Note taking
- Venn diagram-compare and contrast daily teen activities
- Authentic newspaper articles
- Graphic organizer-information activity on 3 Caribbean countries
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos-Music video “Ojalá que llueva café en el campo”
- Power points-Cultural compare/contrast the Caribbean islands
- Web quests-Restaurant menu search
- Research: Traditional Dances of the Caribbean
- Dance-off (examples: Merengue, Salsa, Bachata, Bomba)
- Interactive game-guess which country?
- Recordings of oral speaking
- Analysis of historical films related to different Caribbean Islands
- Midterm exam review

Assessments

- Dance competition
- Skits-restaurant role-play
- Finalized travel-brochure
- E-mail creation with travel suggestions
- Personal journals
- Persuasive essay: Convince your friend which of the islands is best and why?
- Power point creation-Compare/Contrast Caribbean islands
- Menu creation
- Podcast-cooking show
- Class superlatives
- Audio/video programs
- Homework
- Class notes
- Oral presentations
- Online interactive activities
- Web quests
- Midterm exam

21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
History, Geography, Physical Education, Performing Arts, Culinary Arts, Political Science and Social Sciences.							

Weeks	21 – 30
Topic	UNIT 4: Students learn about the geography and culture of Colombia and Venezuela with a focus on the arts and oil production.
Essential Questions	
<ul style="list-style-type: none"> • Where are Colombia and Venezuela? • What are some major geographical landmarks of Colombia and Venezuela? • What are some popular traditional dishes of Colombia and Venezuela? • Who are some famous artists and entertainers of Colombia and Venezuela? • What is the importance of gasoline in Venezuela and its effect in the world economy? 	
Enduring Understandings	
<ul style="list-style-type: none"> ✓ Students will be able to engage in conversations and discussions regarding the art, theater, museum, geography, and culture of Venezuela and Colombia. ✓ Students will communicate the importance of gasoline and global issues related to the oil industry ✓ Students will appreciate the cuisine of Venezuela and Colombia. 	
NJCCCS	7.1.IM.A.1 – 2 - 3 – 4 – 5 - 6 – 7 - 8 7.1.IM.B. 1 – 2 – 3 – 4 - 5 7.1.IM.C. 1 – 2 – 3 – 4 - 5
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. How to discuss the geography, history and culture of Venezuela and Colombia 2. To discuss/learn art, museum and theater 3. Students will acquire useful vocabulary to be able to discuss political issues affecting the global community 	
Grammar	
<ol style="list-style-type: none"> 1. Por vs. Para 	
Culture	
<ol style="list-style-type: none"> 1. Arts and entertainers 2. Gasoline 	
Learning Activities	
<ul style="list-style-type: none"> ○ Map creation-Colombia y Venezuela ○ Reading Comprehension-“La gasolina” from authentic newspaper <i>el colombiano</i> ○ Listening Comprehension activities ○ Power point vocabulary introduction ○ Foldable (pocket book, vocabulary book, tab book etc.) ○ Debate: US consumption of gas vs. Spanish speaking countries ○ Picture prompt activities: famous peoples and natural disasters ○ Video activities ○ Visual organizers 	

- Bell ringers
- Conversations-“Al museo y al teatro”
- Interactive online quizzes and games
- Reading activities (sequencing and paraphrasing)
- Writing activities (poetry, compositions, lists, emails)
- Class discussion-hazards of mishandling gasoline
- Por vs. Para organizer
- CLOZE activity
- Cooperative learning activities
- Written biography of famous Colombians/Venezuelans
- Note taking
- Authentic newspaper articles-gasoline production and dangers
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos-Music videos
- Web quests-foods
- Recordings of oral speaking
- Research the art of Botero

Assessments

- Written biography
- Personal journal entry
- Persuasive essay-where would you visit, Colombia/Venezuela and why?
- Persuasive essay-How do you decrease consumption of gasoline?
- Audio/video programs
- Homework
- Class notes
- Oral presentations-hazards of mishandling gasoline
- Online assessment activities
- Web quests-foods
- Power point presentations-vocabulary
- Biographical interview of a famous Colombian/Venezuelan
- Political discussions/debates-US consumption of gas vs. Spanish speaking countries

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Performing arts, Visual arts, Ecology, Mathematics, History, Culinary Arts, Geography, Social Studies, Sociology and Science.

Weeks	31 – 40
Topic	UNIT 5: Students learn the importance of Hispanic influence in the United States and will discuss media, technology and communication.
Essential Questions	
<ul style="list-style-type: none"> • Where are the major Latino communities located in the United States? • What are the major Latino communities in the United States? • What are some major historical influences of Latinos in the United States? • What are the Latino food influences in the United States? • Who are some famous Latinos in the United States who have had a positive influence on American culture? • What Spanish words have been adopted by speakers of English? • What are the most popular Spanish speaking television channels, newspapers, magazines and radio stations? • What are the common trends of Latino immigration to the United States today? 	
Enduring Understandings	
<ul style="list-style-type: none"> ✓ Students will be able to engage in conversations and discussions regarding the geography, history and culture of the Hispanic or Latino population in the United States. ✓ Students will compare and contrast the cultural differences between the different Hispanic or Latino groups in the United States. ✓ Students will appreciate the influence of Hispanic or Latino culture in different aspects of the United States (not a melting pot but a salad bowl). ✓ Students will learn about the immigration of different Latinos into the United States. ✓ Students will be able to identify positive Latino role models in the United States. 	
NJCCCS	7.1.IM.A.1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 7.1.IM.B. 1 – 2 – 3 – 4 – 5 7.1.IM.C. 1 – 2 – 3 – 4 – 5
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. How to discuss the geographical, historical and cultural influences of Hispanics or Latinos in the United States 2. To discuss/learn about the influence of Spanish language-media in the United States 3. Students will be able to compare and contrast the trends and patterns of different immigrant groups in the United States 4. Students will discuss how recent immigrant groups are perceived within the United States 	
Grammar	
<ol style="list-style-type: none"> 1. Adverbs ending in -mente 2. Passive voice with se 	

Culture

1. Growth in the Hispanic population in the United States
2. Authentic literature by Hispanic Americans
3. Research well-known Hispanic or Latin American figures in sports, politics, music, theater and television personalities
4. Discuss the important contributions by immigrants in the United States
5. Discuss Hispanic and Latino communities near you

Learning Activities

- Audio activities
- Comprehension activities
- Cultural reading-Confirmado:Un millón de hispanos
- Prepare a news broadcast
- Video Interview of a Latino immigrant in Spanish
- Watch a TV program or newscast in Spanish
- Video activities-“Bajo la misma luna”
- Visual organizers-origins of different Latino groups in the US
- Bell ringers
- Carousel
- Identify Latino population in NJ
- Reading activities (immigration trends)
- Writing activities (poetry, compositions)
- Personal Journal entries
- Oral activities-class discussion of small business development
- Cooperative learning activities
- Writing and reading narratives
- Note taking
- Authentic newspaper articles
- Venn diagrams-Compare Hispanic Americans vs. Hispanics
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Power points: famous Hispanics
- Song analysis-current bilingual Spanish pride
- Web quests-searching immigration trends
- Analysis of historical films related to Latinos in the United States
- Final exam review

Assessments

- Present a news broadcast
- Present video interview
- Analyze video interview information
- Carousel
- Create poem about ethnic pride
- Composition: Projected immigrant trends in the United States
- Journal completions
- Audio/video program
- Reports/projects
- Class notes

- Online assessment activities
- Web quests
- Power point presentations or famous Latino in the US
- Final exam

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Sociology, Linguistics, History, Geography, Media, Social Studies, Literature, Performing Arts and Mathematics