**Somerville Schools 2017**  
**CURRICULUM MAP WITH SCOPE AND SEQUENCE**

<table>
<thead>
<tr>
<th>Course: Spanish – Native Speakers II</th>
<th>Subject Area: World Language</th>
<th>Grade Level: 9-12</th>
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<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
<th>Unit 3:</th>
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</table>
| **Enduring Understandings** | **1. By learning our roots we preserve our family history.**  
**2. We are an accumulation of those who were our ancestors and we should be proud of it.**  
**3. Language can be viewed as a verbal expression of culture and can be used to maintain and convey culture and cultural ties.**  
**4. By giving information about ourselves we build relationships and trust with others.**  
**5. Language navigates our surroundings and builds connectivity of our emotional expression and relationships.** | **1. Latino music and dance create a connection with the identity, race and poverty of a person.**  
**2. Music and dance is a huge reflection on the culture, heritage and the history of Latin people.**  
**3. Music and dance spreads the message of national pride and individuality in today’s global culture.**  
**4. Music and dance brings joy and happiness to the people during bad times and influences their ability to remain hopeful.**  
**5. Latino musicians have contributed and continue to contribute some of the most memorable music, innovative styles and rhythms and influential sounds in American music.** | **1. Education is not equal in Hispanic countries and many challenges occur.**  
**2. Despite economic growth in many Hispanic countries, the poor generally are still illiterate or barely literate.**  
**3. One social problem that immigrant youth experience in schools is early dropout.**  
**4. Immigrant youth expose non-natives to another world of understanding and bring rich, diverse cultural backgrounds to the classroom. Key is looking at immigrants as assets in classrooms not as a problem.**  
**5. Global citizens participate in projects that make this world a better place socially, politically, economically or environmentally.**  
**6. One way or another we are all connected to the world.** |

| **Essential Questions** | **1. Why is learning about our roots important?**  
**2. How have indigenous cultures influenced the world, yesterday and today?**  
**3. How is language related to culture?**  
**4. What are the benefits of using language to give information about ourselves and others?**  
**5. How can I enhance my connection with people through language?** | **1. Why is learning about music and dance important in the Hispanic culture?**  
**2. How have music and dance influenced the world, yesterday and today?**  
**3. How is music and dance related to culture?**  
**4. How do we use language to give information about ourselves and others through music and dance?**  
**5. How can I enhance my** | **1. Do all the children in Hispanic countries get the same education?**  
**2. What are some of the inequalities and challenges that children experience in Hispanic countries?**  
**3. When Hispanic students immigrate to the United States, what are some of the challenges they face in the educational system?**  
**4. What are possible solutions to these challenges?**  
**5. What is a global citizen, and what are the responsibilities of a global citizen?**  
**6. How are we connected to the world?** |

Adopted by the Somerville Board of Education on July 25, 2017
<table>
<thead>
<tr>
<th>Major Skills</th>
<th>How to talk and write about different music and dances from the Spanish-speaking world.</th>
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<tbody>
<tr>
<td></td>
<td>Understanding how music influences from the USA and Hispanic countries.</td>
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<tr>
<td></td>
<td>How to communicate effectively with few hesitations and errors which do not hinder comprehension.</td>
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<td></td>
<td>Imitating culturally acceptable behavior used in the content examples.</td>
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<td></td>
<td>Using appropriate academic vocabulary when talking or writing about music, dance, and culture.</td>
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<td></td>
<td>Examining music and dance within a historical, geographical and cultural context (Tango/Argentina, Flamenco/Spain, Mariachi/México, Cumbia/Colombia, Merengue/Dom.Rep., Salsa/Pto. Rico, Son/Cuba, etc.)</td>
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<tr>
<td></td>
<td>Understanding differences from various Latin American and Spanish music styles and American music and dance.</td>
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<td></td>
<td>Describing famous Spanish speaking opera singers/composers (Plácido)</td>
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**Interpreting:**
- Deriving meaning through the use of listening, viewing and reading authentic articles, personal anecdotes and narratives in the target language.
- Comparing and contrasting information and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources.
- Interpreting and synthesizing information from a variety of target language texts and using the information gained to evaluate the content, draw conclusions and propose solutions.

**Interpersonal:**
- Participating in conversations on a wide variety of topics that involve Global challenges in Education.
- Talking with peers, community members and native-speakers to compare and contrast life in different locations of Hispanic countries.

**Presentational:**
- Planning, writing and delivering well thought out presentations about Global challenges in Spanish-speaking communities of the world.
- Synthesizing basic and somewhat detailed interdisciplinary information and content for creating and presenting reports, presentations and projects to others.

**Intercultural:**
- Explaining how people’s practices and behaviors reflect their cultures.
- Exploring topics of personal and professional interest.
- Explaining how people’s actions reflect their cultural beliefs.

**Handicrafts/La artesanía indígena:**
- Tejidos, papel picado, the molas, cerámica, canastas, el huipil, los huaraches, etc.

**Major Skills**
- The benefits of knowing their roots and ancestors.
- Using full sentences and phrases; ask questions and respond when speaking and writing. Understanding ideas and details presented when listening.
  - Understanding written text when reading.
  - Communicating effectively with few hesitations and errors which do not hinder comprehension.
  - Using appropriate academic vocabulary when talking about indigenous groups, their culture and contributions.
  - Understanding indigenous cultures within a historical and geographical context.
  - Understanding indigenous rights (or lack of) in Latin America and United States. Rigoberta Menchú and her influence on indigenous rights.
  - Indigenous dialects throughout Latin America. (quechua, aymara, guaraní, nahuatl, maya, cuna, etc.) Handicrafts/La artesanía indígena (tejidos, papel picado, the molas, cerámica, canastas, el huipil, los huaraches,)
musical instruments, such as, the quena, the güiro, etc. Indigenous beliefs (El día de los muertos), the Aztec calendar, the Aztec códices/pictograms. Indigenous contributions (the concept of zero, food and drink, architecture, medicine, etc. • Indigenous vocabulary and its influence in the Spanish language.

<table>
<thead>
<tr>
<th>Performance Based Assessments</th>
<th>PERFORMANCE TASK(S): Benchmarks/Key Elements of Unit</th>
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<tbody>
<tr>
<td>Write in a variety of modes for a variety of audiences and purposes.</td>
<td>Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling and usage of words and phrases.</td>
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<td>End of Unit Assessments Students will read authentic literary texts about indigenous people and their culture. (“Me llamo Rigoberta Menchú y así me nació la conciencia”).</td>
<td>Demonstrate critical thinking skills essential for comprehension, evaluation, problem-solving and task completion.</td>
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<tr>
<td>Interpersonal • Whole class, group or pair discussion regarding indigenous culture, contributions and groups.</td>
<td>Write in a variety of modes for a variety of audiences and purposes.</td>
<td>Participate in work teams and group discussions.</td>
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<tr>
<td>Presentational • Students research and create a PPT, Prezi etc. on chosen or assigned topic (discrimination of</td>
<td>Employ a variety of prewriting and pre-reading strategies.</td>
<td>Write in a variety of modes for a variety of audiences and purposes.</td>
</tr>
<tr>
<td>Interpersonal: • How to explain how people’s practices and behaviors reflect their cultures</td>
<td>Understand the characteristics of various music and dance genres from Spain and Latin America.</td>
<td>Employ a variety of prewriting and pre-reading strategies.</td>
</tr>
<tr>
<td>Intercultural: • How to explain topics of personal and professional interest.</td>
<td>End of Unit Assessments Interpretive: • Students will read authentic literary texts about indigenous people and their culture. (“Me llamo Rigoberta Menchú y así me nació la conciencia”).</td>
<td>Interpretive: • Listening inventory</td>
</tr>
<tr>
<td>Intercultural: • How to explain how people’s actions reflect their cultural beliefs.</td>
<td>PERFORMANCE TASK(S): Benchmarks/Key Elements of Unit</td>
<td>Interpersonal: • Presentational</td>
</tr>
<tr>
<td>Students research and create a PPT, Prezi etc. on chosen or assigned topic (discrimination of</td>
<td>Formal writing strategies - Thesis statement with elaboration, two to three paragraphs each with a main point and evidence cited from sources referenced, and conclusion with evaluation</td>
<td>Students research and create a PPT, Prezi etc. on chosen or assigned topic (discrimination of</td>
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Domingo, José Carreras, Andrés Segovia, Pablo Casals)
indigenous communities, religious beliefs, contributions, etc.)

**OTHER EVIDENCE:**
- Verbal presentations, TPR Activities, TPR Storytelling, Composing poems, Role-playing, Creating charts and maps, Giving opinions, Telling a joke, Brainstorming Situations/Dialogues, Cooperative reading (jigsaw), Cooperative pair activities (info gap), Graphic organizers, Word puzzles, Conversations with Native speakers, Creating songs, Creating rhythms as memory devices, Finding patterns, Craft/art projects
- Authentic literary texts about indigenous people and their culture (“Me llamo Rigoberta Menchú y así me nací la conciencia”).

**Interpersonal**
- Whole class, group or pair discussion regarding indigenous culture, contributions and groups.

**Presentational**
- Students research and create a PPT, Prezi etc. on chosen or assigned topic (discrimination of indigenous communities, religious beliefs, contributions, etc.)

**OTHER EVIDENCE:**
- Verbal presentations, TPR Activities, TPR Storytelling, Composing poems, Role-playing, Creating charts and maps, Giving opinions, Telling a joke, Brainstorming Situations/Dialogues, Cooperative reading (jigsaw), Cooperative pair activities (info gap), Graphic organizers, Word puzzles, Conversations with Native speakers, Creating songs, Creating rhythms as memory devices, Finding patterns, Craft/art projects.

**Formative Tasks:**
Individually, each student will write a paragraph to describe a nonprofit organization he or she knows of and why it is important to the community. Students should ask themselves, “What does this foundation or organization contribute to the well-being of others?”

Divide the class into pairs. Ask each pair to explore the problems that confront children of the world by watching or listening to one of the following sources. Then they should complete the table that follows these websites:

<p>| Digital Platforms | Chromebooks | WebQuests | Chromebooks | WebQuests | Chromebooks | WebQuests | Chromebooks | WebQuests |</p>
<table>
<thead>
<tr>
<th>Sources: Instructional Materials</th>
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**NJSLS Standards**

**Interpretive**

7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

**Interpersonal**

7.1.IM.B.5 Engage in short conversations with the target language about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.

7.1.IB.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and nonverbal communication strategies.

7.1.IB.B.5 Engage in oral and/or written discourse in a variety of...
virtually with a target language audience.

Support Standards:
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia rich presentation to be shared virtually with a target language audience.

7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

Support Standards:
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

RI.9-10.8. Describe and evaluate the argument and specific claims in timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
| W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

B. Collaborate with peers to set rules for discussions (e.g. informal text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

CRP Standards: |

CRP1 - Act as a responsible and contributing citizen an employee |

CRP2 - Apply appropriate academic and technical skills |

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

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

- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals |

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans. |

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

CRP Standards: |

- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals |

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

<table>
<thead>
<tr>
<th>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</th>
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<tbody>
<tr>
<td>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</td>
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</table>

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and design alternate career plans.
phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CRP Standards:
CRP1 - Act as a responsible and contributing citizen an employee
CRP2 - Apply appropriate academic and technical skills
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CRP12 - Work productively in teams while using cultural global competence.

- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
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<th>Unit 4:</th>
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<td><strong>Enduring Understandings</strong></td>
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<td><strong>Essential Questions</strong></td>
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<td><strong>Major Skills</strong></td>
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<td><strong>Performance Based Assessments</strong></td>
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</table>
| **Digital Platforms** | Chromebooks  
WebQuests  
Schoology  
Audio recording platforms |
| **Sources: Instructional Materials** | • Chromebooks  
Pens  
Pencils  
Paper  
Anchor Charts  
SMARTboard  
Teacher Laptop |
| **NJSLS Standards** |