

Unit 2 (Dos) - Investigating the Ancient Cultures of the Spanish Speaking World

Content Area: **World Language**
Course(s): **World Language: Spanish Culture & Conversation**
Time Period: **DecJan**
Length: **40 Days, 9-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Spanish Culture and Conversation, 9-12

Investigating the Ancient Cultures of the Spanish Speaking World

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Spanish Teacher, Wendy Del Vecchio

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

In this unit, the students will analyze the ancient cultures of the Spanish speaking world: The Maya, The Aztec and The Inca. They will explain how each civilization lived and how their contributions impact the Spanish speaking world today.

Enduring Understanding

Enduring understandings:

- When comparing languages, cultural values, and beliefs, all communities deserve equal respect and consideration.
- Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another

- language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Comparing English with other languages is important to understanding the nature of language and their cultures.
 - Appreciating and understanding the variety of cultures that exist in a society enriches that society.
 - Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
 - Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.
 - Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
 - Customs and traditions not only differ from one country to another, but by region also.
 - Ancient cultures and traditions are still alive and important to daily life in the Spanish Speaking countries of the world.
-
- Understanding how climate change issues in one country impacts others helps us work towards creating a more sustainable Earth.
 - Understanding climate change issues from the past helps us better address the issues of today.
 - Making connections to other areas, such as those pertaining to LGBTQ/Holocaust/Amistad, helps all learners become well rounded, informed citizens.

Essential Questions

Essential Questions:

- How are the histories of the Maya, the Aztec and the Inca similar?
- How are the histories of the Maya, the Aztec and the Inca different?
- How did each civilization leave their mark on history?
- How do ancient cultures still affect the Spanish speaking world today?
- How do climate issues originating in Spanish speaking countries impact global civilizations?

Exit Skills

By the end of Unit 2, Spanish Culture and Conversation students will demonstrate ability to:

- Compare & contrast the Mayan, Aztec, and Incan civilizations.
- Discuss each civilization's impact on history and today's Spanish-speaking world.
- Assess climate changes originating in Spanish speaking countries past and present.

New Jersey Student Learning Standards (NJSL-S)

| | |
|----------------------|---|
| CS.9-12.8.2.12.NT.1 | Explain how different groups can contribute to the overall design of a product. |
| WL.NM.7.1.NM.IPERS.6 | Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. |
| WL.NM.7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| WL.NM.7.1.NM.IPRET.5 | Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. |
| WL.NM.7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |

Interdisciplinary Connections

LA.L.11-12.2.B

Spell correctly.

LA.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

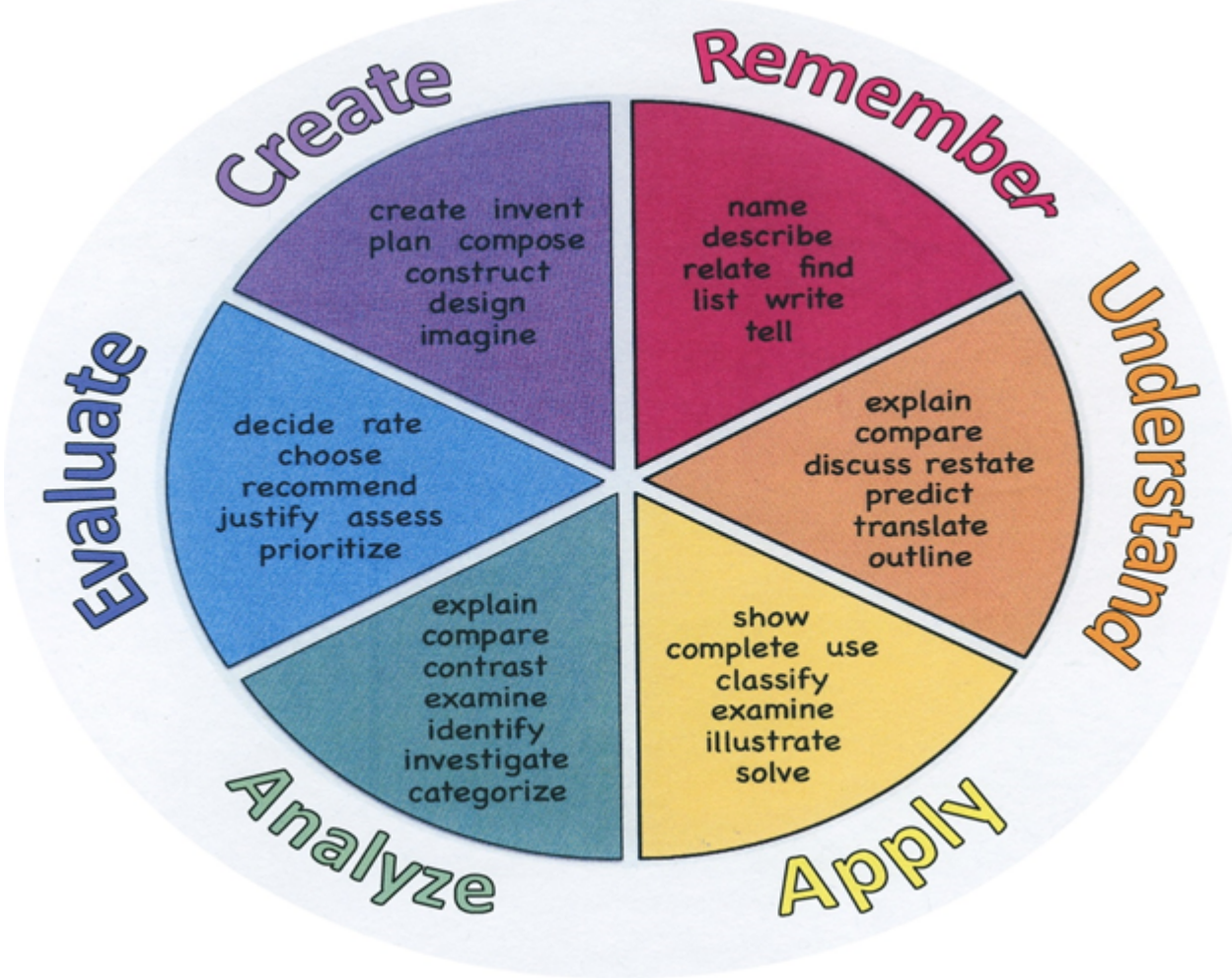
Learning Objectives

- Identify the difference between ancient cultures and the cultures of today
- Explain how ancient cultures lived (foods, sports, healthcare, etc.)
- Describe how the Spanish impacted the ancient cultures of the Spanish speaking world
- Compare and contrast ancient cultures within themselves and to today's civilizations
- Analyze and explain climate change issues that originate in Spanish speaking countries of the world such as the sustainability of food sources in ancient civilizations

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |

| | | | | | |
|--|---|--|--|--|----------------------|
| | Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict | Examine Graph Interpolate Manipulate Modify Operate Subtract | | | Rewrite Transform |
|--|---|--|--|--|----------------------|



Suggested Activities & Best Practices

- Match vocabulary words to definitions
- Group-based activities (Ex: Crossword puzzle races in teams with unit vocabulary)
- Create a Google Slides presentation summarizing the lesson
- Connections to LGBTQ, Disabilities Law and Amistad Law, Holocaust & Asian

- American/Pacific Islander when appropriate
- Choice of projects:

- Linguistic learners write a report.

- Visual learners create a graphic organizer of topic.

- Auditory learners give an oral report.

- Kinesthetic learners build a diorama illustrating the topic or time period.

Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic in FlipGrid video project.

Assessment Evidence - Checking for Understanding (CFU)

- Evaluation & Oral presentation rubrics
- "Do Now" activities
- Peer assessment
- Unit Specific CFU- Explain that Ancient Tradition

- Formative: Exit Tickets

- Summative: Multiple Choice Quiz

- Alternative: Oral Assessment Q&A

- Benchmark: As per district guidelines

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide

- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Guided texts on curriculum topics

Authentic materials found on credible internet sources (Ex: NewsELA)

Kids Discovery Magazines

Ancillary Resources

- Current event articles
- Internet / Video clips (ex: YouTube, Google Suite)
- Teacher-generated materials (ex: Scaffolded Google Slides Project on the Inca)

Technology Infusion

Google Suite (Classroom, Docs, Slides, Forms, etc.)

Kahoot

Blooket

NewsELA

FlipGrid

JamBoard

YouTube

PowerPoint

Exemplar: Create a 10-15 question Kahoot game using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|-------------------|---|
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| WRK.9.2.12.CAP.13 | Analyze how the economic, social, and political conditions of a time period can affect the labor market. |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. |

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated into this unit:

- Communication and Collaboration

- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Global Awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Multisensory approaches
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials

Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge.

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student's IEP/504 plans
- Additional time for skill mastery
- Student working with an assignment partner
- Check work frequently for understanding
- Extended time on tests/quizzes

-Multisensory presentation

Exemplar: Provide word bank on fill in the blank/recall assessments.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Decreasing the amount of work presented or required
- Tutoring by peers
- Providing study guides
- Allowing students to correct errors
- Allowing products to demonstrate student's learning
- Reducing the number of answer choices on a multiple choice test

Exemplar: Allowing ELL students to choose options from choice board that best support their language learning abilities and related needs.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

-Using videos, illustrations, pictures, and drawings to explain or clarify

-Tutoring by peers

-Having peers take notes or providing a copy of the teacher's notes

-Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Exemplar: Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.

- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

-Create a plan to solve an issue presented in the class or in a text

-Cluster grouping

-Allow students to work at a faster pace

Exemplar: Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech, SeeSaw activity or video)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Investigating the Ancient Cultures of the Spanish Speaking World

NJSLS: Please see below

Interdisciplinary Connection: Geography, History, Math (currency), Languages (communication)

Statement of Objective: SWDAT create a ten slide Google Slides presentation on what they have learned about The Inca Civilization at 90% accuracy or better, highlighting key studied points regarding civilization structure and climate themes.

Anticipatory Set/Do Now: Class discussion about current understanding of ancient civilizations

Learning Activity: 1) General greeting and welcome to the class 2) Whole class discussion about current understanding of ancient civilizations 3) Distribution and whole class discussion of Inca project instructions 4) Student individual completion of project day 1/10 5) Discussion of tomorrow's plans 6) Q&A session 7) Closure activity

Student Assessment/CFU's: Please see below

Materials: TC project instructions, Student Chromebooks

21st Century Themes and Skills: Please see below

Differentiation:

Above: Higher tiered questioning, peer teach

On: On target questioning, peer chat

Below: Basic questioning, teacher assisted practice, misconception checks

Integration of Technology: Student Chromebooks