

Unit 1 (Uno) - Exploring the Spanish Speaking Countries of the World

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Course(s): **World Language: Spanish Culture & Conversation**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Spanish Culture and Conversation, 9-12

Exploring the Spanish Speaking Countries of the World

Belleville Board of Education

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Unit Overview

The theme of this unit is the countries of the Spanish speaking world. In this unit, the students will analyze the countries of the Spanish speaking world. Topics studied include, but are not limited to, capitals, currencies, geographical features, weather and climate change themes, and flags of the Spanish speaking world. They will conduct their own research to better understand these themes and create unique ways to present their learning to the class. Students will learn how to describe the Spanish speaking countries of the world in depth, using research to support their statements.

Enduring Understanding

Enduring understandings:

- When comparing languages, cultural values, and beliefs, all communities deserve equal respect and consideration.
- Making interdisciplinary connections as one reads, writes, speaks or listens allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- 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.
- Customs and traditions not only differ from one country to another, but by region as well.
- Being knowledgeable regarding geography and characteristics of Spanish speaking countries helps students better understand their own country and background.
- Understanding how climate change issues in one country impacts others helps us work towards creating a more sustainable Earth.
- 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 do the Spanish speaking countries of the world relate to one another?
- How do the Spanish speaking countries of the world differ from one another?
- What qualities make each Spanish speaking country unique?
- How does a country's makeup affect the people who live there and the people who visit from other locations?
- How does a country's currency impact its role on the world stage?
- How do climate issues originating in Spanish speaking countries impact global civilizations?

Exit Skills

By the end of Unit 1 Spanish Culture and Conversation students will be able to:

- Locate the Spanish speaking countries on a world map;
- Identify each country's capital, currency, and flag;
- Explain the main geographical features of Spanish speaking countries;
- Recall unique qualities of each Spanish speaking country;
- Recognize the unique differences among Spanish speaking countries and how they impact one another.
- Assess climate change issues impacting Spanish speaking countries of the world.

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.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Interdisciplinary Connections

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and

audience.

SOC.6.1.12.HistoryCA.14.c

Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

SOC.6.1.12.GeoHE.16.a

Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Learning Objectives

- Locate Spanish speaking countries of the world on a world map.
- Research and describe each Spanish speaking country of the world, highlighting both unique and shared qualities.
- Analyze and explain climate change issues that originate in Spanish speaking countries of the world such as the burning of the Amazon Rainforest.

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



Suggested Activities & Best Practices

- Google Forms
 - Google Slides
 - JamBoard
 - Blooket
 - Kahoot
 - Individual, pair, and group work centered on talking points
 - Oral presentations
 - Analysis of diverse literature (magazines, NewsELA articles, etc.)
 - Connections to LGBTQ, Disabilities Law and Amistad Law when appropriate
- Exemplar: Students create a Google Slides project on a Spanish speaking country of

choice, highlighting both unique and shared qualities with other Spanish speaking countries of the world, including those related to climate change.

Assessment Evidence - Checking for Understanding (CFU)

- Evaluation & presentation rubrics
 - Student self reflections
 - Peer assessments
 - Unit Specific CFUs- Go Around
 - Formative: Exit Tickets
 - Summative: Multiple Choice Quiz
 - Alternative: Oral Assessment Q&A
 - Benchmark: As per district guidelines
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- Compare & Contrast
 - Create a Multimedia Poster
 - Define
 - Describe
 - Evaluate
 - Evaluation rubrics
 - Exit Tickets
 - Explaining
 - Illustration
 - KWL Chart
 - Multimedia Reports
 - Quizzes
 - Self- assessments
 - Study Guide
 - Surveys
 - Teacher Observation Checklist
 - Think, Pair, Share
 - Top 10 List
 - Unit review/Test prep
 - Web-Based Assessments

Primary Resources & Materials

-Guided texts on curriculum topics

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

-Google Suite

Ancillary Resources

- YouTube video clips
- Teacher-generated materials (ex: Inca Civilization Google Slides creation project)

Technology Infusion

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

Kahoot

Blooket

NewsELA

FlipGrid

JamBoard

YouTube

PowerPoint

Exemplar: Create a JamBoard slide, demonstrating learned knowledge and presenting questions for peers to analyze and explore.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel
 Flipboard
 Office 365
 Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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.
TECH.9.4.12.CI	Creativity and Innovation
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.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.GCA	<p>Global and Cultural Awareness</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> <p>Different types of jobs require different knowledge and skills.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p>

21st Century Skills/Interdisciplinary Themes

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

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

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21st Century Skills

Global Awareness

Environmental Literacy

- Environmental Literacy
- Global Awareness

Differentiation

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- 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
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- 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 topics and 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 plan
- Additional time for skill mastery
- Have student repeat directions to check for understanding
- Student working with an assignment partner
- Modified assignment format
- Check work frequently for understanding
- Secure attention before giving instructions/directions
- Extended time on tests/quizzes
- Multisensory presentation
- Preferential seating

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

- additional time for skill mastery
- check work frequently for understanding
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- modified assignment format
- multi-sensory presentation
- preferential seating
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- student working with an assigned partner

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.

- 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)
- decreasing the amount of work presented or required
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

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 students to select from given choices

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

-Providing after school tutoring options

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

- 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
- having peers take notes or providing a copy of the teacher's notes
- tutoring by peers
- 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

-Advanced problem-solving

-Higher order, critical & creative thinking skills, and discovery

-Cluster grouping

-Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

-Allow students to work at a faster pace

-Utilize exploratory connections to higher-grade concepts

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

- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Create a plan to solve an issue presented in the class or in a text
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts

Sample Lesson

Unit Name: Exploring the Spanish Speaking Countries of the World

NJSLS: Please see standards linked above

Interdisciplinary Connection: Geography, History, Math, Science, Language Arts

Statement of Objective: SWDAT research how the burning of the Amazon Rainforest impacts the people and countries of South America and the world at large through the creation of a Google Slides presentation.

Anticipatory Set/Do Now: Whole class viewing of YouTube video on the Amazon Rainforest

Learning Activity: 1) General greeting and welcome to the class 2) Whole class video viewing 3) Teacher led instruction on project requirements and related research 4) Student paired research session 5) Student creation of Google Slides 6) Q&A session 7) Closure activity

Student Assessment/CFU's: Go Around

Materials: Student Chromebooks, YouTube, Google Slides

21st Century Themes and Skills: Please see themes and skills linked above

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 use of laptops, Google Suite, YouTube and Google research