Unit 2: Mexico, Puerto Rico

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Students will continue to build upon their working knowledge of Spanish language and culture. Students will engage in aural, oral, and written communicative tasks, develop further cultural understanding of the areas of Mexico and Puerto Rico and make connections between these countries and their understanding of Spain.

The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously on the topic(s) presented.

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. Students who demonstrate proficiency in a second language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

May 2023

Standards

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

7.1.IL.IPRET	Interpretive Mode of Communication
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS	Interpersonal Mode of Communication
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT	Presentational Mode of Communication
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Essential Questions

- o How are the location, government, major cities, important people, traditions, food, music of Mexico and Puerto Rico similar to and different from Spain and the United States and how does an understanding of these areas improve my ability to communicate effectively with people of Spanish origin?
- o How are the location, government, major cities, important people, traditions, food, music of spanish-speaking countries similar to and different from the United States and how does an understanding of the above improve my ability to communicate effectively with people of Spanish origin?
- o How can I apply what I have learned in my years of Spanish study to successfully communicate with a native speaker?
- o How did settlers (Mayan / Taino, Spanish, and African) in the countries of Mexico and Puerto Rico impact the manner in which Spanish is spoken and how did they influence the traditions, customs and culture of these lands?
- o How do spontaneously developed conversations and impromptu presentations help me become a more fluent speaker of Spanish?
- o How has confidence in my ability to respond to what I hear and interpret what I read in Spanish increased as a result of a focus on the communicative aspects of the language?
- o How will my knowledge of English grammar help me understand Spanish grammar?
- o How will my knowledge of English grammar help me understand Spanish grammar?

Students Will Know

- • appropriate ways to communicate, initiate conversation and react in situationally appropriate ways in Spanish.
- • basic and specific information about the cultural and linguistic nuances of the countries that comprise the Spanish speaking world.
- • the correlation that exists between an understanding of the perspectives, practices and products of a people and engaging in effective communication.
- • the impact of the Mayan,Taino, Spanish, and African cultures on traditional and present day Mexico and Puerto Rico.

- the importance of grammatical accuracy to enhance message clarity.
- the interrelatedness of the communicative modes (interpersonal, interpretive and presentational) and the importance of the development of each mode for enhanced communication and message clarity.
- the location: borders, islands, and territories, flag: colors, logo, meaning, type of government, regions and capitals, important cities, languages, currency, major cities and tourist attractions, important people in history, traditions and heritages, typical dishes, music and dance of Mexico and Puerto Rico.

Students Will Be Skilled At

- appropriately typing in Spanish using the ALT key and appropriate codes and selecting symbols available when typing Word documents.
- communicating accurately and comprehensively when writing in using situationally appropriate vocabulary and grammatical structures.
- communicating orally in Spanish using clear diction, good pronunciation, and suitable intonation.
- conversing in Spanish by applying practical vocabulary, situationally appropriate tense and grammatical syntax in order to communicate in a variety of real-life situations.
- demonstrating a basic knowledge of the Hispanic culture specifically related to Mexico and Puerto Rico.
- demonstrating comprehension of Spanish in written and oral form.
- realizing that "Ustedes" is used in Mexico and Puerto Rico to address more than one person and "Vosotros" is not used in these countries.

Evidence/Performance Tasks

- Engage in interpersonal communication: o Participate in questioning and discussion by demonstrating understanding of previously acquired vocabulary and sentence structures in differentiated ways in responding to Do now assignments, homework, journal entries, etc o Work in pairs / small groups to recycle past learning when engaging in interviews and discussions centered around the Spanish culture and traditions as compared to those of Mexico and Puerto Rico.. o Work in pairs / small groups to engage in conversation using correct sentence patterns and proper usage of particles. o Role play authentic social situations using vocabulary, phrases, and simple grammatical structures to express themselves and create conversation incorporating topics studied in past levels of Spanish to promote retention and acquisition of the language. o Create a spontaneous dialogue / engage in impromptu discussion incorporating the "Ustedes" form based on information obtained through a form of realia from Mexico. o Create a spontaneous dialogue / engage in impromptu discussion incorporating the "Ustedes" form based on information obtained through a form of realia from Puerto Rico.
- Engage in interpretive communication: o Demonstrate comprehension of classroom commands using physical and verbal responses. o Respond to authentic audio and video recordings that incorporate unit related content and demonstrate their developing ability to communicate in the interpretive mode. o Identify the overall meaning of and cite evidence to support their understanding when reviewing realia in the form of newspapers/magazines/websites o Negotiate meaning when interpreting authentic signs/product packaging/advertisements to allow for the opportunity to negotiate meaning o Pick out keywords and concepts when shown short movie/film clips to determine the theme and important overarching concepts / ideas. o Demonstrate an understanding of Mexican and Puerto Rican history and culture through interpretation of traditional stories about the Mayan, Taino, Spanish, and African cultures in Mexico and Puerto Rico.
- Engage in presentational communication: o Create a poster or a computer-based presentation

using PowerPoint, Google Slides, Prezi, etc to make comparisons between the Spanish, Mexican and Puerto Rican countries, cultures and languages. o Research a specific topic related to Mexico and Puerto Rico that is of personal interest to them and present the topic to their peers using technology-based presentational means and realia (objects and material from everyday life) to give their classmates a deeper understanding of a specific aspect of these countries. o Write in Spanish incorporating appropriate vocabulary, grammatical form and tense. o Create an original form of propaganda to encourage others to visit Mexico or Puerto Rico incorporating previously acquired vocabulary and expressions o Develop a presentation that incorporates an understanding of the multifaceted uniqueness of the culture of Mexico (Location: borders, islands, and territories, flag: colors, logo, meaning, type of government, regions and capitals, important cities, languages, currency, major cities and tourist attractions, important people in Mexican history, traditions and heritages, typical Mexican dishes, music and dance) o Develop a presentation that incorporates an understanding of the multifaceted uniqueness of the culture of Puerto Rico (Location: borders, islands, and territories, flag: colors, logo, meaning, type of government, regions and capitals, important cities, languages, currency, major cities and tourist attractions, important people in Puerto Rican history, traditions and heritages, typical Puerto Rican dishes, music and dance) o Read and report on the impact of the Mayan, Taino, Spanish, and African cultures on Mexico and Puerto Rico. o Utilize accent marks when typing in Spanish incorporating the ALT key in addition to specific codes or in accessing the appropriate symbol.

Learning Plan

- Puerto Rico A.Location: borders, islands, and territories B. Flag: colors, logo, meaning C. Type of government: self-governing commonwealth, relationship with the United States through present day D. Capital E. Languages: official languages F. Cities: San Juan (including Old San Juan), Bayamón, Carolina, Ponce G. Tourist Attractions in Puerto Rico: Geographical features including El Yunque, caves, and bodies of water, tourist attractions versus local living H. Important People in History: Sila Maria Calderon, Luis Munoz Marin, Rafael Hernandez Colon I. Traditions and Heritages: Influence of the Taino, Spanish, and African people's on rituals, traditions, and cuisines J.Typical Puerto Rican dishes: cocina criolla, carne guisada, mofongo, pernil, arroz con pollo, arroz con gandules, pasteles, asopao de pollo, tembleque, arroz con dulce K. Music and Dance: folk music, bomba y plena, salsa

- • Continue to provide explanation of the conjugation and use of “Vosotros” versus “Ustedes”.

- • Incorporate ancillary materials for authentic listening practice/exercises

- • Increase opportunities for daily practice in each of the modes of communication (interpretive, interpersonal and presentational) to promote an understanding of the interrelationship between these modes to the development and promotion of consistently effective and accurate communication

- • Provide authentic scenarios within which students use the language in meaningful ways to learn about and apply the following topics to promote relevant and real-world discussion:

- • Provide opportunities outside and within the classroom for students to use the ALT key and codes and the insertion of symbols to type with accuracy in Spanish

- • Provide readings that encourage students to practice reading comprehension and application of understanding to the development of spontaneity in the language

- • Review question/answer formations to model effective oral communication

- Mexico A. Location: borders, islands, and territories B. Flag: colors, logo, meaning C. Type of government: federal republic D. Capital E. Languages: official language, other languages (Nahuatl, Yucatec Maya, Mixtec) F. Currency: pesos G. Cities: Guadalajara, Monterrey, Puebla, León, Juárez, Tijuana Mexicali, Acapulco, Veracruz H. Tourist Attractions in Mexico City: Zocalo, Chapultepec, National Museum of Anthropology, Templo Mayor and the Great Pyramid of Tenochtitlan, Palacio de Bellas Artes I. Important People in History: Victoriano Huerta, Frida Kahlo, Pancho Villa, Julio Cesar Chavez, Diego Rivera, Emiliano Zapata, Octavio Paz, Montezuma II, Benito Juarez J.Traditions and Heritages: Mayan influence K. Typical Mexican dishes: chilaquiles, pozole, tacos al pastor, tostadas, chiles en nogada, elote, mole, guacamole, tamales L. Music and Dance: mariachi, ranchera, Mexican son

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing