

Unit 04: Argentina & Chile

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	Argentina & Chile
Suggested Duration:	5 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Music: Students will hear a new genre of music and study its new instruments

World History: Students will investigate the roots of the island

Food Science/Nutrition: Students will learn the foods whose origins are in the new world

Social Studies: Students will study the immigration patterns of the islanders to the “mainland” and chart growth in the United States

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern’s

commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

- <http://www.topuertorico.org/culture/music.shtml>
- <http://www.musicofpuertorico.com>
- <http://www.ladanza.com/#english>
- iTunes and youtube.com for audiotracks

Standard(s) Addressed

[New Jersey Student Learning Standards – World Languages](#)

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none">• Describe geography of Argentina and Chile• Explain a brief history of the countries• Explore tango music and los gauchos• Understand the importance of mining in Chile	
Mastery	
Big Ideas/Understanding	Essential Questions
<i>Students will understand that...</i>	
<ul style="list-style-type: none">• Communication is the ability to understand and be understood in real world contexts.• Language and culture are mutually	<ul style="list-style-type: none">• What is the importance of the geographical elements of the Iguazu Falls?• Where did Tango originate from?• What significance did Eva Peron have on the people of Argentina?

<p>independent.</p> <ul style="list-style-type: none"> • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing the world. • Language students have the ability to participate in multilingual communities. 	<ul style="list-style-type: none"> • What are the typical foods in Argentina? • What are the varied climates of Chile? • How is mining an important part of the economy of Chile
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Acquisition

<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Geography of Argentina & Chile • People of Argentina & Chile • Traditions and customs • Brief history of the discovery • Main ethnic groups • The Argentine Tango • The Dirty War • Vocabulary 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Identifying different traditions and customs in Chile and Argentina • Typical foods and cuisine • How geography plays an important role in the industry • The origin of Tango and its presence in the world today
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices (Linked weekly below)
<ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) 	<ul style="list-style-type: none"> • Song interpretation (Interpretive Mode)

- Interpretive readings (Interpretative Mode)
- Applying vocabulary through writing (Presentational Mode)

- Communicative Activities (Interpersonal Mode)
- Vocabulary quizzes (Interpretive Mode)
- Vocabulary Activities and games (Interpersonal Mode)
- Class discussions (Interpersonal Mode)
- Dialogue Presentation in pairs (Interpersonal Mode)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1

- SW investigate facts about Argentina by completing a webquest activity
- Students will get their chromebooks and begin the [webquest on Argentina answers to webquest](#)
- label important parts on Argentina's map and discuss the importance of Argentina's flag by engaging in a worksheet activity
- video on Argentina and go over [preview questions](#)
- [Edpuzzle assignment](#)

Week 2

- Students will discover the geographical elements of the Iguazu Falls by reading a passage and answering questions
- Teacher led discussion about the [Iguazu Falls](#)-Present [short video on the falls](#)
- Students will read the passage and answer the [questions](#)
- Students will analyze the climate of Argentina by reading a passage and answering questions
- Teacher led discussion about the varied [climate of Argentina](#)-Present [short video](#) Students will read the passage and answer the questions
- Teacher will go over the questions as a whole class

- [10 Best places to visit](#)
- Students will identify the food culture of Argentina by reading a passage and having a class discussion based on typical foods of Argentina
- Students will read about the [Empanada](#)
- Video on La empanada
- Teacher and students will go over the [mini weird foods](#)
- Students will apply information about Argentina by creating an acrostic poem and completing a wordsearch
- [slides of Argentina](#)
- Students will [review](#) using their notes

Week 3

- SW investigate facts about Chile by completing a webquest activity
- [webquet of Chile](#)
- Students will label and color their [map](#) of Chile
- Students will read about how the Chile flag came to be
- describe geographical regions of Chile, understand the diverse ethnic backgrounds and main tourism aspects by watching a video
- [video on Chile](#)
- Students will watch the video and write down begin the [KWL chart](#)

Week 4

- I can investigate spring break in Chile by reading a blog article from a study abroad student.
- Teacher led discussion about spring break in Spanish speaking countries
- Students will read a [blog article individually about a study abroad student](#) in Chile enjoying spring break and compare it to their own
- Teacher and students will compare and talk about study abroad options

Week 5

- SW retell the story of the Chilean miners trapped in a collapsed mine for 69 days, in 2010 by watching the film 'The 33'

- Teacher led discussion about the miners that were trapped in Chile
- Students will fill out KWL chart before the movie
- Film “The 33’

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Teacher-created activity worksheets for communicative activities in A/B pairs
 - Crossword
 - Vocabulary production exercises
 - Word search
 - Battleship boards
 - Audio comprehension worksheets and audio track podcast
- Flashcards
- Chromebooks
- Websites and audio tracks for the salsa songs from YouTube
- Teacher-compiled cultural readings of the Tainos, US acquisition of the territory and the musical instruments
- Food manipulatives
- Musical instruments

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised

standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ, and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	

