

Unit 05: El Caribe- Puerto Rico, Cuba, and La Rep. Dominicana

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	El Caribe- Puerto Rico, Cuba, and La Rep. Dominicana
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	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Describe geography of The caribbean • Explain a brief history of the islands • Compare the caribbean music and dance with the United States • Describe the foods of the caribbean • Use Spanish to describe food preferences • Identify the Taino traits, customs and brief history with regard to Columbus's discovery • Discuss Ponce de Leon's part in discovery • Discuss African slavery and its abolition and its affect on modern day culture of the people 	
<i>Mastery</i>	
Big Ideas/Understanding	Essential Questions

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- 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.

- Where do the traditions come from in Puerto Rico today? Why was Puerto Rico important to the Spaniards? How did the three ethnic groups coexist on the island of Puerto Rico?
- What popular sports can be found in the Dominican Republic?
- How does Cuba's diverse background play an important role in their culture today? What were some notable facts from the early stages of the settlement of the country?

Acquisition

Students will know . . .

- Geography of the caribbean
- People of the caribbean
- Traditions and customs
- Brief history of the discovery
- Main ethnic groups
- Influence of dance and music from different contributors of the society
- Important people in the caribbean's history
- Vocabulary of food
 - Maíz

Students will be skilled at . . .

- Using Spanish to describe their food preferences
- Explaining the brief history of the caribbean
- Understanding how Spanish came to the caribbean
- Describing the influence of the three groups of people found in the caribbean on the modern-day customs and traditions

- Tomate
- Lechuga
- Arroz
- Pasta
- Huevos
- Queso
- Leche
- Yogur
- Agua
- Jugo
- Refrescos
- Frutas
- Vegetales
- Cebolla
- Frijoles
- Brocoli
- Bistec
- Pollo
- Hamburguesas
- Pescado
- Platano
- Naranja
- Piña
- Manzana
- Pera
- Uva
- Melon

- Recognizing salsa/bachata/merengue dancing

- Identify typical caribbean instruments

<ul style="list-style-type: none"> • Me gusta • No me gusta 	
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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"> • Research 1 Assessment Instructions • Research 2 Assessment Template • Assessment 3 Quarter 4 • Assessment 4 Quarter 4 • Vocabulary Assessment-El Caribe • Vocabulary Assessment-Cuba 	<ul style="list-style-type: none"> • Song interpretation (Interpretive 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
<p>Organize plan by weeks</p> <p>Week 1</p> <ul style="list-style-type: none"> • describe geographical regions of Puerto Rico, understand the diverse ethnic backgrounds and main tourism aspects by watching a video. • video on Puerto Rico-Puerto Rico Today (DVD) • SW investigate facts about Puerto Rico by completing a webquest activity • Webquest

- SW label important parts on Puerto Rico's map and discuss the importance of Puerto Rico's flag by engaging in a worksheet activity
- Teacher will go over the important aspects of Puerto Rico's map and flag
- Students will label and color their [map of Puerto Rico](#)
- Students will read an article about how the Puerto Rican flag came to be
- Students will understand the history of salsa in Puerto Rico by investigating famous salsa artists in Puerto Rico.
- Teacher led discussion about salsa in Puerto Rico and NYC
- Students will watch a short video on the history of salsa music
- Students will fill out [a chart and research the famous salsa artists from Puerto Rico](#)
- Students will be able to identify important cultural information of Puerto Rico by completing an Edpuzzle
- [Edpuzzle](#)

Week 2

- SW identify popular sports in Puerto Rico by watching a video and begin my research assessment
- [Sports in Puerto Rico](#)
- Teacher led discussion after video
- Teacher will introduce research assessment- begins today (planning) finish tomorrow
- Students will research an athlete of choice from Puerto Rico
- [Hand out rough draft of assessment](#)
- apply what they learned about sports in Puerto Rico by completing a Research Assessment
- [Research Assessment](#) with [rubric](#)
- create a travel guide by listing in a chart places to visit in Puerto Rico through an internet investigation
- Students will use the internet and investigate [10 places to visit in Puerto Rico](#)
- Learn about the impact Hurricane Maria had on Puerto Rico by reading a current events article and watching a video.
- [Article](#)
- Questions following article- go over questions as a whole class

- Sopa de palabras https://wordmint.com/public_puzzles/9492
- Students will use the internet and investigate [popular and typical foods](#)-Google Classroom
- Class discuss Gion following the research if time available
- *Extended time
- [Endangered Puerto Rican Parrot-color](#)

Week 3

- [review packet](#) and reviews with [slides](#)
- can apply what I learned about Puerto Rico by taking an Evaluation.
- Teacher will go over and distribute [assessment](#)
- investigate important information about the Dominican Republic by completing a webquest
- [webquest for the Dominican Republic](#)
- SW identify vocabulary associated to Puerto Rico and the Dominican Republic by completing a worksheet
- Teacher will introduce caribe vocabulary by way of [slides](#)
- Students will [take guided notes](#)

Week 4

- SW apply vocabulary associated to Puerto Rico and the Dominican Republic by completing quizlet games
- [vocabulary words](#) from the unit by way of [slides](#)
- Students will engage in [Quizlet games using vocabulary words](#)
- Students will play in [pairs memory game](#)
- Students will work on a [review worksheet](#) using the unit vocabulary
- apply vocabulary associated to Puerto Rico and the Dominican Republic by taking as assessment
- [assessment on vocabulary](#)

Week 5

- SW describe geographical regions of Cuba, understand the diverse ethnic backgrounds and main tourism aspects by watching a video.
- Cuba- Beyond our borders (DVD)
- Students will watch the video and write down [answers to questions that follow](#)
- investigate facts about Cuba by completing a webquest activity

- [Webquest](#)
- [Slides](#)
- label important parts on Cuba's map and discuss the importance of Cuba's flag by engaging in a worksheet activity
- [Cuba's map](#) and flag
- Students will label and color their map of Cuba
- Complete- [Cuban fun facts](#)
- investigate the popular food of Cuban by completing a chart
- [popular foods in Cuba](#)

Week 6

- SW identify key facts about Cuba by reading an article and answering questions
- [questions based on the article](#)
- Students will begin their [review on Cuba](#)
- [assessment on Cuba.](#)

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, LGTBQ, 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.	