

Unit 01: El Nuevo Mundo

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	El Nuevo Mundo
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices:</p> <p>https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices:</p> <p>https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>History: History of first humans in America, the discovery of America, periods of time for big events in America</p>
<p>Geography: Location of places discovered by Columbus, location of countries in America</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

Technology Integration
<p>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.</p>
<p>Chromebook, SmartPhone, Viewsonic and digital interactive platforms</p>

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.com/>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

Standard(s) Addressed

Standard 7 [World Language](#)

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (World Language)

- 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.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
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	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
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.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
analyze and discuss the history of America and its influence on the rest of the world	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing the world. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Why was America called The New World by the Europeans? • What is the correct terminology: Aborigines, Native Americans, Indians or Amerindians? • How was socially organized America before Christopher Columbus? • What contributions made by ancient American civilizations have influenced our daily life? • How is America diverse and unique?

<ul style="list-style-type: none"> • Language students have the ability to participate in multilingual communities. 	<ul style="list-style-type: none"> • How is America related to the rest of the world?
Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • The history of "Discovery of America" • The amount of languages spoken in America • The reason for which many people call Indians to the Natives Americans • Peculiarities of pre-Columbian civilizations • The influences of ancient Americans civilization to our daily life • The diversity of the actual América • The relation between America and the world • The general rules of grammar and spelling in Spanish • Comparatives • Preterit vs. Imperfect • Por vs. Para • Present Perfect 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Understanding the process of the “Discovery of America” • Comprehending why are so many languages in use in America • Researching America's ancient civilizations • Discussing the influences of ancient civilizations in our world • Recognizing the diversity in America • Interpreting the position of America in the world

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> • Fostering students’ socio-emotional learning • Presentation of videos on youtube about 	<ul style="list-style-type: none"> • Individual Google Slide presentation “Spanish speaking countries” • Group project on America ancient civilizations

the process of populating América
[Poblamiento de América](#)

- Watch videos on youtube about the discovery of America [El mundo según Cristóbal Colón](#) La conquista, [Colón y el nuevo mundo](#)
- Class work and debates about the process of discovering America.
- Graphic organizer in groups summarizing the origin of the first American inhabitants and the discovery of America for a presentation
- Individual research/project about [Spanish-speaking countries](#)
- Listening comprehension of videos on YouTube
- [Los Indios Kunas 1th part](#)
- Edpuzzle --- [Etnias Kuna- Panamá](#)
- Interpretive comprehension [Los Indios Kunas 2nd part](#)
- Analysis of the video “El Misterio de los Mayas”
- Interpretive comprehension - Grandes culturas de América. [Los Mayas, Los Aztecas y Incas](#)
- [Interpretive comprehension Tenochtitlan y el Imperio Azteca](#)
- Reading comprehension [La civilización Azteca](#)
- Interpretive practice [Los Incas](#)
- Interpretive comprehension Video [Pueblos precolombinos](#)
- Group work on impact of the American’s lifestyle in the world

[Civilizaciones precolombinas](#)

- Mini debates in groups about theories of populating America.
- Assessment [Primeras civilizaciones](#)
- Grammar assessment:
- [Comparatives and Indios Kunas](#)
- Quizizz [Preterito perfecto](#)
- [Assessment POR / PARA](#) y Pretérito Perfecto

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation of both face-to-face and recorded of the Unit’s practices, products, and perspectives
- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and

vocabulary

All courses follow a [balanced assessment system](#) with Practice and Assessments.

Modifications

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

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify keywords, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Summary of Key Learning Events and Instruction

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

Week 1: Fostering students' socio-emotional learning (SEL) by

(a) grouping students in break rooms to introduce themselves by describing

- something interesting/boring about themselves using their fund of knowledge as much as possible,
- (b) completing a survey about our class procedures and their personal background and preferences, and
- (c) creating a Flipgrid presentation introducing themselves and talking about their preferences, interests, etc., and briefly comment on their peer's presentations.

Week 2-9:

- Presentation of videos on youtube about the process of populating América(El poblamiento de América, Poblamiento primitivo de América, El origen del hombre Americano, etcétera)(1)
[Poblamiento de América](#)
- Vocabulary word definition.(1,2)
- Presentation writing activities from Las Americas: el pasado on Pages 177,178 book “Motivos de Conversación”(1,2)
- Watch videos on youtube about the discovery of America(El descubrimiento de América, Los viajes de Colón,[El mundo según Cristóbal Colón](#) La conquista, [Colón y el nuevo mundo](#), etcétera)(1)
- Class discussion and class work with activities created by the teacher.(1,2,3)
- Interpretive comprehension - Edpuzzle [El descubrimiento de America](#)
- Interpretive comprehension - Descubrimiento de América Videos Educativos [Aula 365](#)
- Presentational writing - Graphic organizer in groups summarizing the origin of the first American inhabitants and the discovery of America for a presentation. (2,3)
- Interpretive comprehension - Edpuzzle[Países hispanohablantes](#)
- Class presentation - Research/project in a group about ancient civilizations in America (1,2,3)
- Interpretive comprehension - Watch, complete a graphic organizer, and discuss the video “El Misterio de los Mayas” (1,2,3)
- Work with the [Map of America](#) for the location of countries and capitals. (1)
- Presentational writing - Individual research/project about [Spanish-speaking countries](#)(1,2,3)
- Interpretive activity Song [La Gozadera](#)
- Interpretive comprehension - Edpuzzle [La gozadera](#)

- Interpretive comprehension - Quizlet [Países hispanohablantes](#)
- Interpretive comprehension - [Los Indios Kunas 1st part](#)
- Interpretive comprehension - Edpuzzle --- [Etnias Kuna- Panamá](#)
- Interpretive [Los Indios Kunas 2nd part](#)
- Interpretive comprehension - Contraseña [Vocabulario](#)
- Presentational - Class discussion/debate about the impact of the American lifestyle on the world(1,2,3)
- Slides presentation [Comparatives 1](#)
- Slides presentation [Comparatives 2](#)
- Presentational writing - More practice [comparatives](#)
- [Comparatives video](#)
- Presentational writing - Quizziz [Comparativos](#)
- Presentational writing - [Repaso - Pasados](#)
- Presentational writing - [Wordwall Preterito vs. Imperfecto Encia](#)
- Presentational writing - [Preterito imperfect vs. Preterite](#)
- Presentational writing - [Ejercicios-practica](#)
- Interpretive [Nuestra canción](#)
- Presentational writing - [Preterit Indefinido \(perfecto\) vs. Preterit Imperfect](#)
- Form and use of the [Present Perfect](#) Presentation
- [Presente perfecto Practica](#)
- More presentational practice [Pretérito Perfecto](#)
- Presentational writing - Liveworksheet [Pretérito perfecto compuesto](#)
- Presentational writing - [Más Práctica Préterito perfecto compuesto](#)
- [Por/Para](#) Google Slide Presentation
- Presentational writing - Use of [Por and Para](#)
- [Por vs. Para](#) live worksheet
- Quizlet [Por vs. Para](#)
- Watch, complete a graphic organizer, and discuss the video “El Misterio de los Mayas” (1,2,3)

- Grandes culturas de América. [Los Mayas, Los Aztecas y Incas](#)
- [Tenochtitlan y el Imperio Azteca](#)
- Reading comprehension [La civilización Azteca](#)
- Interpretive practice - Quizziz [Por VS. Para](#)
- La construcción del [Imperio Azteca](#)
- Spanishdict.com [More Por and Para](#) writing practice.
- Interpretive practice - Quizizz [Por vs. Para](#)
- [Los comparativos y por / para](#) Google form.
- Interpretive practice - [Civilizaciones Precolombinas](#) Introduction
- Interpretive practice [Los Incas](#)
- Interpretive practice - [Edpuzzle Civilizaciones precolombinas](#)
- Interpretive practice -Video [Pueblos precolombinos](#)
- Interpretive practice - Quizziz [Grandes civilizaciones: Mayas, Aztecas e Incas](#)

Modifications

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

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 plan

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAPE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom

- Slides
- Add ons
- Internet
 - Youtube.com videos for aural comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele
 - Flipgrid
 - Padlet
 - Socrative
 - Quizizz
 - Edpuzzle
 - Thinglink
 - LiveworksheetsAudiolingua
 - [Locura de marzo](#)
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Qué chévere 3
 - Spanish-English Dictionary
 - Workbooks
 - Authentic reading materials for comprehension exercises
 - Teacher-created worksheets and information
 - Technology
 - Chromebooks

- Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind
- “Abriendo Paso” (Lectura y Gramática) by José M. Díaz, María Nadel and Stephen J. Collins.
 - “Motivos de Conversación” by McGraw-Hill Higher Education company, sixth edition
 - “Descubre” Lengua y Cultura Del Mundo Hispánico by Vista Higher Learning.
 - “El Misterio de los Mayas” video
 - “Tesoro Literario” Nivel Avanzado by Margaret Adey and Louis Albini.
 - Newsela.com
 - Newspaper articles

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

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

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
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
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.	