

Unit 02: Derechos humanos

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Derechos humanos
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: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>History/Geography: Defining the concept of freedom of speech, compare and contrast countries/societies based on the previous concept</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

<p>Chromebook, SmartPhone, Viewsonic and digital interactive platforms</p>
<p>Teacher-created digital presentations</p>
<p>Review with teacher-created digital games and activities</p>
<p>Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:</p>
<p>https://www.yabla.com/</p>
<p>https://www.liveworksheets.com/</p>

<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.onlinenewhttp://www.rutaele.es/a2/spapers.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/>

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.

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>	
understand the real meaning of freedom of speech.	
<i>Mastery</i>	
<u>Enduring Understanding</u> <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 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. 	<u>Essential Questions</u> <ul style="list-style-type: none"> • Why is it important to express our points of view? • How does freedom of speech affect our perceptions? • What kinds of repression exist in our countries? • Is freedom of speech a right in any situation?
<i>Acquisition</i>	
<i>Students will know . . .</i>	<i>Students will be skilled at . . .</i>

<ul style="list-style-type: none"> • Ways to express themselves in public (written, oral , etc) • How to recognize censorship. • The historical consequences of censorship in Spanish-speaking countries • The general rules of grammar and spelling in Spanish 	<ul style="list-style-type: none"> • Discussing the freedom of speech • Discussing the benefits of censorship in modern life. • Researching and presenting facts of freedom of speech and repression in Spanish-speaking countries
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> • Students have to research the human right to choose three of them and represent it on the construction paper • Libertad de expresión: Students will write an article or create a video about a topic related to a historical event where the freedom of speech has not been respected. • Group activity to establish the differences of different types of censure(TV, art, government) Patria y vida • Create a poster reflecting the situation of people affected with violence in different countries • Watch the movie “La Historia Oficial” • Respond to and analyze clips of the movie “La Historia Oficial” • Reading comprehension activities from newspaper articles and chart on page 256 from ¿Qué te parece? book • Class Discussion about the socio- 	<ul style="list-style-type: none"> • Los derechos humanos • Mini proyecto. • Libertad de expresión: Students will write an article or create a video about a topic related to a historical event where the freedom of speech has not been respected. • Create a poster reflecting the situation of people affected with violence in different countries • Los derechos humanos • Project Presentation: Search for a song in Spanish, an article or video that represents human righ • Direct/Indirect Object Pronouns • formal and informal commands • Assessment Carta • Project “Fundaciones” <p>Other Evidence: formative daily assessments</p>

political situation represented on the movie “La Historia Oficial”

- Class debate about the relation between the movie and actual situation in some Spanish speaking countries

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation 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 key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

- Brain storming the concept of Freedom in Spanish.
- Students will listen to the song and watch the video [Yo quiero](#) and complete it with the missing words. They will identify violation of human right and discuss in class.
- Students will read and [answer questions](#) about the reading.(IP, I, P)
- Watch the story of the human rights and discuss in class [Una breve historia de los derechos humanos”](#)
- Students have to research the [human right](#) to choose three of them and represent it on the construction paper; they need to have the number of the article, the title and a draw to demonstrate the meaning of human rights. They going to use the link:
- [ttp://es.youthforhumanrights.org/](http://es.youthforhumanrights.org/)
- [UNITED](#)
- dpuzzle [Derechos humanos \(historia\)](#)
- Quizizz [Los derechos humanos](#)
- Edpuzzle [Derechos humanos](#)
- Graphic organizer with different variety of freedom and interdependency.
- Reading comprehension of chart from page 256 on *¿Qué te parece?* (The student will select one of

the phrases and will explain their understanding of it followed by a class discussion.

- Definition of Censura working as a class.
- Interview [Entrevista a Yoyuel y el Funky](#)
- Repaso de la historia de los derechos humanos y [Assessment](#)
- [Patria y vida](#)
- Watch the video [“Biblio Burro”](#)
- Watch the video [“Manos”](#) and discuss the meaning of the video
- Group activity to establish the differences of different types of censure(TV, art, government) [11 DE JULIO](#)
- Reading current articles from online Spanish-speaking newspapers
- Listening comprehension activities
- Watch the movie “La Historia Oficial” in order to complete a graphic organizer and answer comprehension questions.
- Class debate about the relation between the movie and actual situation in some Spanish speaking countries.
- Guest speakers
- Teacher created worksheets
- Internet activities (studyspanish.com, Spanish.about.com, unitedstreaming.com,teachertube.com)
- College websites
- Presentation [informal commands](#)
- [Formal command presentation](#)
- Formation of the [formal and informal](#) commands
- Listening comprehension and interpretation song [“Celebra la vida”](#)
- Presentation [Direct Object Pronoun](#)
- Presentation [Indirect Object Pronoun](#)
- Presentation [Doble object Pronoun](#)
- Practice the [formal and informal commands](#) relate to human rights.
- Internet activities (Quizlet.com) practice [formal and informal commands](#).

- Presentation and formation of the [subjunctive tense](#)
- [Liveworksheets](#) Presente del subjuntivo
- Quizlet live [Presente del subjuntivo](#)
- [Presente del Subjuntivo](#)
- [Practica Wordwall Presente del subjuntivo](#)
- Corto [Mineros del Diablo](#)
- [Socratic seminar.](#)

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, LGBTQ and students with 504 plans.

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 oral comprehension and grammar tutorials

- Quizlet.com
- Wordreference.com
- Yabla.com
- <https://www.laits.utexas.edu/spe/>
- Audiolingua
- Videoele
- Flipgrid
- Padlet
- Socrative
- Quizizz
- Edpuzzle
- Gimkit
- Thinglink
- Liveworksheets
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Teacher created practice assignments
 - Authentic reading materials for comprehension exercises
 - Qué chévere! 4
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom

- Studyspanish.com
- Edmodo.com
- Spanish.about.com
- “¿Qué te Parece?” by James F. Lee, Darlene F Wolf, Dolly Jesusita Young and Paul Michael Chandler.
- Newspaper articles
- Spanish-English dictionary
- La Historia Oficial

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.

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.	