

Spanish 4 Cover

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Published**

Title Page, Table of Contents, Statement of purpose

Title Page:

Spanish 4, Full year course
5 credits

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Unit 2: Peru, Ecuador, Bolivia

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Unit 4: Central America

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Unit 8: Literature and Art

Statement of Purpose:

This program's purpose is to equip students with necessary knowledge, skills and attitudes in order to participate successfully in the 21st century, embrace multiculturalism and diversity including the acquisition of the Spanish language in the three modes of communication: interpretive, presentational and interpersonal. This course will cultivate communication and cultural understanding in Spanish speaking communities. Students will participate in conversations regarding social justice issues and global challenges. This program promotes an acquisition process that is research-based, spiraling and recursive and aligned to appropriate proficiency targets that are designed to reach **Intermediate High** or above. This curriculum reflects the philosophy and goals found in the *ACTFL World Readiness Standards* and the national *Standards for Foreign Language Learning in the 21st Century*.

Unit 1: Spain

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **September**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

Students will learn about the geography, history and cultures of Spain. Students will analyze the historical incidents that built the nation's identity of today. Additionally, students will recognize popular landmarks, cultural practices and daily routine in Spain. Students will also read and discuss current events relating to contemporary life and public identity in Spain.

Enduring Understandings

By focusing on the geography of Spain and that of our own nation this chapter invites students to understand that geography plays an important role in the development of a nation. People choose to organize their lives and govern themselves in different manners but they must attempt to accomplish the same goals on a daily individual level and on a societal level as a nation.

Essential Questions

How does geography affect aspects of culture and life in a country?

How has the sea affected all aspects of life in Spain?

How do modern monarchies function?

How is Spain a good example of the blending of cultures in centuries past to create what we know as the modern nation?

Summative Assessment and/or Summative Criteria

Explain in your own words an important historical event. Choose an aspect of Spanish culture that interests you and do additional research and write about it in a post card format addressed to the class.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

http://www.state.nj.us/education/cccs

http://www.state.nj.us/education/modelcurriculum/wl

http://www.actfl.org

McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geography and History 15 days	<p>Label a map of Spain and discuss its topography</p> <p>Summarize the history of Spain from the primitive era up until the 1800s</p> <p>Podcast a short audio summarizing a specific era during Spain's history.</p> <p>Differentiate between the preterite and imperfect tense</p>	<p>Create a map illustrating the Iberian Peninsula before the 1400s. Where did the following groups reside: Fenicios, griegos, celtos, celtiberos, iberos, visigodos. Discuss their impact on the culture and language.</p> <p>Read supplemental read "Historia de Espana" from reader. Create a timeline highlighting important events in Spain's history.</p> <p>Using grammar in context (preterite and imperfect), have students listen to a story by Sr. Jordan and highlight when to use the preterit tense and when to use the imperfect tense.</p> <p>Using a graphic organizer, create a list of contributions, impact, and influence the various groups gave the Iberian Peninsula: los moros, visigodos, romanos, iberos, celtiberos, celtos, griegos, judios</p> <p>Using the preterite and imperfect tense, students will summarize the history of Spain. Students must use cohesive devices to organize their thoughts: Primero, segundo, luego, de repente, un dia...etc.</p> <p>Students will color and label a map of Spain the following areas: <i>Andalucia, Catalonia, Madrid, Valencia, Galicia, Castilla y Leon, Pais Basco, Castilla - La</i></p>	<p>Students will be assigned a specific topic and students must provide historical context, accurate dates and important historical figures that retell the events of Spain's history: <i>La era primitiva, los romanos, los moros, El Cid, la Reconquista, Rey Fernando e Isabel, La Colonizacion, La caida de Espana.</i></p>

		<p><i>Mancha, Islas Canarias, Murcia, Aragon, Extremadura, Islas Balearic, Asturias, Navarre, Cantabria, La Rioja</i></p> <p>Watch and listen to the BrainPop En Español video "Los Conquistadores"</p>	
Spain Today 10 days	<p>Analyze how the history of Spain has impacted its nation's identity today</p> <p>Identify and describe cultural practices such as <i>flamenco</i>, <i>tapas</i>, <i>siestas</i> and popular landmarks</p> <p>Gather a list of main media sources in Spain and discuss current events</p>	<p>Discuss the impact of the Franco dictatorship and its impact on modern Spain.</p> <p>Anchor Activity: Watch and listen to "La educacion durante la dictadura Franquista" from DMAX Espana. While they watch, students will list the restrictions, expectations and norms during that era.</p> <p>Listen to a part of Dime que idioma hablas y te dire quien eres TED Talk and discuss the link between language and identity. Link to how Spain does not have one identity and highlight the many languages spoken in Spain.</p> <p>Picture Talk: La Sagrada Familia, el teatro romano en Merida, Mezquita de Cordoba, Alhambra en Sevilla and El Camino de Santiago.</p> <p>Discuss how the history of Spain has impacted its cuisine (i.e. the use of pork and condiments). What are tapas and how do they differ from appetizers. Identify popular tapas on menus today.</p> <p>Listen to and watch a video from El Pais discussing Flamenco and its popularity around the world.</p> <p>Listen to the following podcast on La Rutina en Espana from Spanishpodcast.net. Using a graphic organizer, students will highlight the routines in the following areas: work hours, school hours and business hours.</p>	<p>Students will read an article from El Pais, El ABC, El Mundo, La Razon or La Vanguardia and summarize and retell the problem, cause and possible consequences (including the impact it may have on other countries). The article must be aligned with contemporary life, public identity or community and family.</p>

WL.IH.7.1.IH.IPERS.3	<p>Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.</p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>
WL.IH.7.1.IH.IPRET.3	<p>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.</p>
WL.IH.7.1.IH.IPERS.6	<p>Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.</p> <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>
WL.IH.7.1.IH.IPERS.4	<p>Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)</p>
WL.IH.7.1.IH.PRSNT.4	<p>Use language creatively in writing for a variety of purposes.</p>
WL.IH.7.1.IH.IPRET.8	<p>Collect, share, and analyze data related to global issues including climate change.</p>
WL.IH.7.1.IH.IPRET.7	<p>Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.</p>
WL.IH.7.1.IH.PRSNT.6	<p>Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.</p>
WL.IH.7.1.IH.PRSNT.2	<p>Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.</p>
WL.IH.7.1.IH.PRSNT.1	<p>Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.</p>
WL.IH.7.1.IH.PRSNT.3	<p>Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>
WL.IH.7.1.IH.IPRET.4	<p>Summarize information from oral and written discourse dealing with a variety of topics.</p>
WL.IH.7.1.IH.IPRET	<p>Interpretive Mode of Communication</p>
WL.IH.7.1.IH.IPERS.5	<p>Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.</p>
WL.IH.7.1.IH.IPRET.5	<p>Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>
WL.IH.7.1.IH.IPRET.6	<p>Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).</p>
WL.IH.7.1.IH.IPERS.1	<p>Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p>
WL.IH.7.1.IH.IPERS.2	<p>Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p>

WL.IH.7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

SJ.JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.

SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
SJ.6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
SJ.JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

Unit 2: Peru, Ecuador, Bolivia

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **October**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit the students will learn about the geography, history and culture of the Andean countries: Ecuador, Peru, and Bolivia. They will also review the usage of the imperfect and preterite tense as well as the comparative and superlative constructions. Students will discuss the Water War in Bolivia and its affects on the indigenous population.

Enduring Understandings

Recognize the different elements of different cultures that have blended in the Andean region.

Traditional and modern societies can pass on knowledge and skill through mentoring and apprenticeships of the young.

Humans live in all types of natural environments and must sustain daily life by using what nature provides and dealing with acts of nature as they occur.

Essential Questions

How do people accept or reject foreign cultural attributes?

How are new cultural attributes created?

How have the indigenous peoples of the Andean region reacted to the colonial Spaniards and modern society?

How has the volatile nature of the Andes been both a benefit and a challenge to the people of this region?

Summative Assessment and/or Summative Criteria

Research a current event currently affecting the indigenous community in the Andean region. Discuss the cause, problem and consequences. Use media sites from the Andean region to view their perspective.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

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McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geography and History 13 days	<p>Locate the Andean region on a map</p> <p>Explain the characteristics of the Incan Civilization</p> <p>Describe the cultural impact of the colonizers (Spain) in the region</p> <p>Compare and contrast the pre-columbian and post-columbian society</p>	<p>Color and label a map of the Andean region: Peru, Bolivia and Ecuador. Additionally, label the following: la costa, la sierra and la selva.</p> <p>Read and discuss the article Galapagos, las islas sin miedo - highlight the biodiversity that exists in this region</p> <p>Watch BrainPop Espanol "Cilivizacion Inca". Using a graphic orgnaizer describe the following: government/economy, characteristics of the people and natural resources</p> <p>Movie Talk: Watch a short film on Machu Picchu and describe the region.</p> <p>Story Ask: Teacher will</p>	<p>Using comparative constructions, students will write an expository essay describing the differences between the colonized Andean region and pre-columbian era.</p>

		<p>facilitate a story about a young person living during the Inca Civilization. The young person is not an Inca but encounters them. The story uses the imperfect and preterite tense to retell the events.</p> <p>Using a graphic organizer, make a list of characteristics and norms in the pre-colombian and post-columbian eras. How did the colonization impact the culture?</p> <p>Using comparatives of equal value and other comparative constructions, students will compare the differences in cultures from the Inca Civilization and colonizers in a graphic organizer.</p> <p>Picture Talk: Talk about the following landmarks: La plaza de armas en Cuzco Peru, tipica casa rural en la provincia de Chimborazo Ecuador, los tejidos en un mercado, un mural que representa la conquista espanola en Cuzco Peru. casas suntuosas de estilo colonial en la Plaza de Armas en Trujillo Peru.</p>	
<p>Peru, Ecuador and Bolivia Today 12 days</p>	<p>Compare the population, altitude, area and population in Bolivia, Ecuador and Bolivia</p> <p>Identify the challenges the indigenous communities still face in the Andean region</p>	<p>Webquest: Students will navigate through national websites for Peru, Bolivia and Ecuador. Students will record the population in the whole country, area (km squared), altitude, how many people have access to potable water in each country. Students will then compare that information to the United States and make a list 10 facts using comparative constructions</p> <p>Read Pueblos Indigenas en</p>	<p>Cultural Comparison: compare the similarities and differences between the indigenous groups in Bolivia to the indigenous groups in the United States. Students will use the article previously read (Yale University campus press) and this article or another article summarizing the challenges the indigenous groups in the United States face.</p>

	<p>Retell the events of the Water War in Bolivia</p> <p>Talk about two actions in the same phrase</p> <p>Apply the progressive imperfect tense</p>	<p>Bolivia from Yale University and create an infographic highlighting the challenges the indigenous population faces (read three articles).</p> <p>Listen to and discuss Cholitas de Hoy podcast.</p> <p>Read the article on the Water War in Bolivia. Highlight the problem and result</p> <p>Picture Talk: Teacher gather 3-5 images from the Water War in Bolivia and discuss each image - what do the indigenous people "fight" with vs. the government? How old are the protestors? What would you do in this situation?</p> <p>Movie Talk; Students will watch the short film Abuela Grillo on YouTube and talk about each scene. Students are encouraged to use the progressive past.</p> <p>Retell the short film Abuela Grillo in your own words in a comic strip - highlight 6 important scenes that summarize the story.</p>	
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WL.IH.7.1.IH.IPRET.1

Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

WL.IH.7.1.IH.IPERS.3

Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

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Suggested Modifications for Special Education, ELL and Gifted Students

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Preferential seating

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Use verbal praise

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Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

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Authentic resources found online

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Cross Curricular/21st Century Connections

SJ.JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.
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TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.

TECH.8.2.12.A.3

Research and present information on an existing technological product that has been repurposed for a different function.

TECH.8.1.12.F.CS4

Use multiple processes and diverse perspectives to explore alternative solutions.

Unit 3: Chile, Argentina, Paraguay, Uruguay

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **December**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit students will learn about the geography, history and culture of Chile, Argentina, Paraguay, and Uruguay. Students will continue their review of important grammar topics such as the uses of ser and estar, object pronouns, and affirmative and negative words. Students will discuss the gaucho, tango, and Evita Peron and her passion to help the needy in Argentina.

Enduring Understandings

People in the Southern Cone who have lived a lifestyle related to cattle raising have many similarities to the American cowboy.

The South American continent offers the world some of the most breath taking natural places of many different types.

The tango was an outgrowth of the urban communities of Buenos Aires.

Essential Questions

How do people dedicated to cattle raising live on the South American continent?

How is that similar or different to the cowboy lifestyle of the American Great Plains?

How varied is the geography of the Southern Cone?

How and where did the music and dance form known as the tango begin?

Summative Assessment and/or Summative Criteria

Choose a current event from the Southern Cone and discuss the challenge it currently faces, the cause and consequences.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

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McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geography and History 12 days	<p>Label the Southern Cone in South America</p> <p>Explain the history of Chile, Argentina, Uruguay and Paraguay</p> <p>Describe the role of the gaucho and how it compares to the cowboy in the United States</p> <p>Discuss popular dishes and landmarks</p> <p>Differentiate between ser and estar</p>	<p>Color and label a map of the Southern Cone: Paraguay, Uruguay, Chile and Argentina. Additionally, label the capitals of each respective country and llanuras del noreste, los Andes del noroeste, la Pampa, la Patagonia y Tierra del Fuego, el Desierto Atacama, Chaco,</p> <p>Discuss the weather in the countries: chaparrones, rafagas, tormentas de nieve, lluvias...etc.</p> <p>Create a brochure of activities you can do year round in the Southern Cone and the weather it experiences</p> <p>Watch and discuss the documentary Documental del Gaucho on YouTube.</p>	<p>Research a popular landmark you would like to visit and talk about what fascinates you, interests you, matters to you or surprises you. The information is presented in a gallery walk.</p>

		<p>Describe their philosophy, who he represents in the country and how he compares to the cowboy from the United States.</p> <p>Guess Who: Students will play with a partner and describe various well-known public figures in Argentina, Chile, Paraguay and Uruguay: <i>Carlos Gardel, Juan Peron, Evita Peron, Nestor Kirchner, Cristina Kirchner, Salvador Allende, Augusto Pinochet, Michelle Bachelet, Gaspar Francia, Diego Maradona, Pope Francis, Diego Forlan</i></p> <p>Watch the video on popular dishes in Argentina and talk about which one you would like to try. Use the verbs: encantar, fascinar, interesar</p>	
<p>The Southern Cone Today 13 days</p>	<p>Describe Evita Peron and her husband Juan Peron</p> <p>Summarize the era of Peron in Argentina</p> <p>Compare tu vs vos pronouns</p> <p>Use object pronouns to order food at an argentinian restaurant</p>	<p>Watch and discuss El Peronismo. How is it described? Use a graphic organizer</p> <p>Watch a video on Evita Peron. Using ser and estar describe Evita Peron and her husband Juan Peron.</p> <p>Discuss the "vos" used in many Latin American countries, especially Argentina, Uruguay and Paraguay.</p> <p>Listen to El Tango de Hoy and discuss how tango has</p>	<p>Take the microphone and talk about yourself: who are you, where are you from, what kind of person are you, what sort of people do you gravitate towards, what upsets you and what matters to you.</p>

	<p>Apply indirect object pronouns with the verbs aburrir, asustar, encantar, enfurecer, enojar, fascinar, importar, interesar, molestar, sorprender and alegrar.</p> <p>Apply negative and affirmative words such as nada, nadie, nunca, ni, ninguno</p>	<p>changed over the years.</p> <p>Listen to the interview with Osmar Spanu on the origen of tango. Using a graphic organizer, identify the origen and history of the dance.</p> <p>Webquest: Navigate through a restaurant serving food from Chile, Argentina, Uruguay or Paraguay and answer the following questions: what would you eat? How much does the meal cost? Where is the restaurant located? Choose one dish and look up the recipe on how to prepare it. What ingredients are needed?</p> <p>You are opening up a restaurant named "Comida del Cono Sur". Create a menu with appetizers, main dishes, side dishes, drinks and desserts with foods that represent the Southern Cone. Choose one dish and provide step by step directions how to prepare the dish.</p> <p>Picture Talk: Teacher generate 10-12 slides with popular landmarks, foods and statements followed by a question. Students will use negative or affirmative words to answer the questions. For example: <i>Ella no tiene ningun dinero; Yo nunca ire alli; El chico no tiene nada en la mano; Ellos no tienen ni un gato ni un</i></p>	
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WL.IH.7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
WL.IH.7.1.IH.IPERS.3	<p>Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.</p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>
WL.IH.7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
WL.IH.7.1.IH.IPERS.6	<p>Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.</p> <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>
WL.IH.7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
WL.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
WL.IH.7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
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WL.IH.7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
WL.IH.7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

SJ.JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.
SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
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TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

Unit 4: Central America

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **January**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit the students will learn about the geography, history and culture of Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama. They will review and then expand upon their knowledge and ability to use the present subjunctive and identify the parts of an email and how to respond formally. Additionally, students will discuss the 36 year civil war in Guatemala and the reasons people migrate out of their home lands.

Enduring Understandings

People construct the communities in which they live in different ways but the physical structures must always meet the needs of the people living in them.

The structures reflect environment and cultural attributes.

Crafts are produced without modern manufacturing techniques and fulfill 4 basic purposes in a society.

Even small nations can offer the world alternative viewpoints and problem solving techniques that are unique and affective.

A great amount of the wealth of the natural world comes from Central America.

Essential Questions

How were Spanish colonial cities and Mayan cities constructed?

How are molasses and other traditional crafts produced and what purposes do they serve in a society?

How do smaller nations with fewer resources solve important problems?

Why should the small Central American nations be of importance to the rest of the world?

Summative Assessment and/or Summative Criteria

Choose a current event from Central America and discuss the challenge it currently faces, the cause and

consequences.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

<http://www.actfl.org>

McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geography and History of Central America 12 days	Label the countries of Central America Explain the influence and history of the Mayan Civilization Compare pre- columbian and post-columbian Central America Identify the challenges the Mayan community	Color and label Central America on a map. Label the countries, their capitals and Tikal, Copan, Islas de San Blas Picture Talk: Teacher generates 5 images on popular landmarks including, but not limited to, Tikal, Copan and Islas San Blas. Describe the images and share facts acquired from the reading Watch to the BrainPop Espanol video on "Mayan Civilization". Discuss the history, influence and contribution to society. Using a graphic organizer, compare the Mayan civilization to post-columbian Central America. Discuss the inequality the Mayans face today. Watch " Nosotros	Simulated Conversation/Interpersonal communication: Students will read the sketch of the conversation. Using a screen recorder like Screencastify or other, students will answer and ask questions about Central America and their cultural practices. Students compare them to the customs of the United States.

	<p>is facing today</p> <p>Identify similarities and differences in the traditional dishes from the countries in Central America</p> <p>Identify the parts of an email and how to formally respond</p>	<p>existimos" news clip from RT en Espanol.</p> <p>Webquest: Students navigate websites and menus from local Guatemalan, Costa Rican, Nicaraguan, Honduran, Panama, and El Salvador. What do all the dishes have in common (what ingredients)?</p> <p>Movie Talk: Watch a video on the top foods in Central America. Students talk about the ingredients and express their wishes and desire if they would like to try the meal.</p> <p>You received an email with an invitation to travel through Central America. Highlight the main parts of how to formally respond to an email (teacher provided sentence structures). Respond to the email and express your hopes and wishes for this trip using the subjunctive mood.</p>	
<p>Immigration in Central America 13 days</p>	<p>Create an infographic providing information on why people immigrate to the United States</p> <p>Discuss if the American dream exists</p>	<p>Interview parents and grandparents on the definition of the "American dream". Some guiding questions are:</p> <ul style="list-style-type: none"> ● What are some characteristics of the American dream? ● What is the core ideal of the American dream? ● Why is the American dream often a great paradox? <p>Read and discuss the article from CNN Espanol on the American Dream. What is the perspective of most Hispanics? Compare and contrast the article to the interview results.</p> <p>Read the NY Times article on why people from Central America migrate to the United States</p>	<p>Listening comprehension: Watch and listen to the news clip "Exmilitar guatemalteco es condenado a 5,160 anos de prision"</p>

		<p>Discuss and summarize the events surrounding the civil war in Guatemala.</p> <p>Read and discuss the article Guatemala recuerda a sus desaparecidos en la guerra</p> <p>Read and discuss the article Ninos guatemaltecos refugiados, ayer y hoy</p>	
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Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

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Unit 5: Mexico

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **February**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit the students will expand upon their knowledge about the geography, history and culture of Mexico. They will continue to expand their knowledge and use of the subjunctive. They will learn the passive voice and the present and past perfect tenses. Additionally, students will discuss climate change and what some people/organizations are doing to combat this global challenge.

Enduring Understandings

As the largest Spanish-speaking nation Mexico offers a great variety of landscapes and activities for tourists.

Mexican cooking is a unique blend of Spanish and various indigenous cultures as evidenced in its culinary products and it reflects the cooperative communal nature of the activity in daily life.

Essential Questions

Why is Mexico such a popular tourist destination?

How does Mexican cooking reflect both its Spanish and New World roots?

Why would UNESCO cite Mexican cooking as part of the Intangible Cultural Heritage of Humanity making it noteworthy of study?

Summative Assessment and/or Summative Criteria

Listening comprehension: Your friend from Mexico sent you a voice message and tells you about her experience living in the city. Your friend mentions how difficult it is to breathe outdoors and is shocked by how much smog there is. Respond to the voice message answering her questions. Tell her what you have done and what you hope for. Additionally, mention facts from the article "[La ciudad de Mexico alcanza niveles históricos de contaminación](#)" but offer hope from local organizations combating this challenge.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

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<http://www.actfl.org>

McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geography and History 12 days	<p>Label a map of Mexico</p> <p>Using the pluperfect and present perfect summarize the history of Mexico and describe important historical figures</p> <p>Compare and contrast Spain's and Mexico's culture and topography</p> <p>Compare the life of a typical Mexican young adult to your own life.</p> <p>Apply the present perfect and pluperfect to retell events in the past</p>	<p>Color and label the map of Mexico including the capital, and Tenochtitlan</p> <p>Watch "Civilizacion Azteca" from BrainPop Espanol. Using a graphic organizer, describe who the Aztecs were and what they contributed to society.</p> <p>Watch and discuss a short biography of Benito Juarez</p> <p>Watch and discuss a reenactment of El Grito Mexicano and compare it to last year's Grito de Independencia</p> <p>Mexico is four times larger than Spain. In an expository writing, explain how Spain and Mexico are similar and different. Discuss the climate and topography.</p> <p>Picture Talk: Teacher will discuss the top 10 foods in Mexico, its ingredients and describe how they are prepared.</p> <p>Listen to the interview about a young adult living in Mexico and retell how it is living in the city DF. Explain how it compares to your own life.</p>	<p>Read La Llorona from Asi Se Dice and summarize the events. Explain the link between La Malinche and La Llorona.</p>

<p>Science and Technology 13 days</p>	<p>Apply the present perfect subjunctive to discuss different events in Mexico</p> <p>Analyze and retell how ordinary people made a strong impact in a community using science and technology.</p>	<p>Listen to the podcast El nopal es el nuevo cuero and discuss its positive impact on climate change. In small groups talk about what you had done before starting the school year to take care of earth's resources.</p> <p>Listen to and discuss De Mexico a Marte how a Mexican woman broke social expectations and became a scientist. In small groups, discuss how others in your community or culture have also broken social norms - compare the two individuals.</p> <p>Listen to Colores de Maiz and discuss how this Mexican artist revived local corn farms that were in danger of disappearing. Using the present perfect subjunctive and describe what you have done using expressions such as: <i>me alegro de que; no puedo creer que; me sorprende que; estoy triste que</i></p> <p>Read Mexico y el cambio climatico and highlight the challenges Mexico is facing today. In a simulated conversation, students will talk about ways they can take steps to be better stewards of the earth and its resources.</p>	<p>Simulated conversation: Your friend asks you questions on recycling in town. Using a screenrecorder, you reply to his questions and ask questions. The goal is to fully answer the questions and responses, follow the prompts and fill the 15 seconds time.</p>
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Suggested Technological Innovations/Use

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Unit 6: The Carribean

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **March**
Length: **4 weeks**
Status: **Published**

Summary of the Unit

In this unit students will learn about the geography, history, and culture of the three Spanish – speaking island nations of the Caribbean-Cuba, the Dominican Republic, and Puerto Rico. They will also continue to work with the subjunctive, demonstrative, possessive, and relative pronouns. Additionally, students will discuss the history of Salsa, Bachata, and Merengue and distinguish between the three dances.

Enduring Understandings

Our relationships with other countries change over time for various reasons.

Spanish-speaking countries have multiracial and multiethnic individuals and their racial and ethnic ties are expressed in the arts they produce.

Preservation of historic sites is important to people of all countries.

Essential Questions

What is the official relationship between the US and Cuba, the Dominican Republic and Puerto Rico?

How do people express their pride in their racial and ethnic background?

How do people preserve those cultural products that link modern society with its past?

Summative Assessment and/or Summative Criteria

Cultural Comparison: Choose a cultural practice/belief from Cuba, Puerto Rico or Dominican Republic. Compare this practice to your practice/belief. Highlight the similarities and differences

Resources

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magazines...etc

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McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geography and History 15 days	<p>Identify the geography, topography and demographics of the Spanish speaking countries in the Carribean</p> <p>Retell historical events and describe important historical figures.</p> <p>Describe the indigenous groups in the Carribean</p> <p>Define "syncretism" and how that is reflected in the Carribean</p> <p>Compare different religions practiced in the Carribean</p>	<p>Color and label a map of the countries in the Carrbean and their capitals.</p> <p>Summarize the history and describe important historical figures in the Carribean</p> <p>Using a graphic organizer, identify the indigenous groups in the Carribean and their characteristics</p> <p>Picture Talk: teacher gathers 10-12 images representative of the culture in Cuba, Puerto Rico and Dominican Republic and describe what you see</p> <p>Create a video with the top 10 best foods, in your opinion, offered from Cuba, Puerto Rico and Dominican Republic. Talk about if you would eat it or if you had</p>	<p>Teacher will assign students a topic and article that discusses the history of Cuba, Puerto Rico or Dominican Republic. Students will create an infogrphic highlighting historical event, the cause of the problem and consequences. The topics to choose from are the following: <i>La dictadura de Trujillo; la relacion de Puerto Rico con EEUU; El impacto de la dictadura de Fidel Castro; protestas contra Rosello; la demografia de la Reublica Dominicana; el sincretismo en el Caribe</i></p>

		<p>already eaten it and your opinion.</p> <p>Watch the video Que es el sincretismo y en que consiste? and discuss religious syncretism in Latin America, and the religious beliefs in the Carribean.</p> <p>Read the article Afectados de salud mental prefieren los curanderos</p> <p>Listen to the afro-carribbean song La Curandera from iLe and highlight the remedies used to cure in the song</p>	
<p>Salsa, Bachata and Merengue 5 days</p>	<p>Explain the history of Salsa, Bachata and Merengue</p> <p>Differentiate between Salsa, Bachata and Merengue</p> <p>Describe the "Father of Salsa"</p> <p>Implement basic footwork for Salsa, Bachata and Merengue</p>	<p>Watch and discuss La Historia de Salsa. Using a graphic organizer, identify the origins of Salsa and how it influenced other dances</p> <p>Listen to the song El Cantante from Hector Lavoe interpret the message and how it connects to his life.</p> <p>Movie Talk: Watch the trailer for the movie El Cantante and talk about the cultural references specifically <i>la curandera</i></p> <p>Watch and discuss the video on the History of Bachata</p> <p>Watch and discuss the video on the History of Merengue</p>	<p>Listening comprehension: students will listen to a song either bachata, merengue or salsa and should be able to identify based on the rhythm and instruments used.</p> <p>Songs to choose from:</p> <p>Moviendo las caderas</p> <p>Valio la Pena</p> <p>Eres Mia</p>

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WL.IH.7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
WL.IH.7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

SJ.JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.
SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
SJ.6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
SJ.JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.

TECH.8.2.12.A.3

Research and present information on an existing technological product that has been repurposed for a different function.

TECH.8.1.12.F.CS4

Use multiple processes and diverse perspectives to explore alternative solutions.

Unit 7: Venezuela and Colombia

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **April**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn about the geography, history and culture of Venezuela and Colombia. They will continue to expand their knowledge and usage of the subjunctive when used after certain set expressions and learn the correct usage for the prepositions *por* and *para*. Additionally, students will analyze the definition of beauty, evaluate the definition provided by beauty pageants and write an argumentative essay.

Enduring Understandings

Both the indigenous people of Colombia and the Spanish understood the value of gold which was reflected in its use in their societies.

Diversification in products and exports is important to a country's economy

Currently, 9 out of 10 women in Venezuela and Colombia prioritize their physical appearance

Essential Questions

How has gold affected the history and culture of Colombia?

How is the history of Venezuela quite different from all other Spanish-speaking countries?

What is the definition of beauty compared to the standards used by beauty pageants?

Summative Assessment and/or Summative Criteria

Argumentative Essay: Students will read and analyze the opinions on beauty pageants (for and against). Students will write a five paragraph argumentative essay summarizing both points and coming to a conclusion/position. Students must use the AP Spanish Language and Culture argumentative essay rubric and format provided by College Board.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

<http://www.actfl.org>

McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Geography and History 12 days	<p>Locate Venezuela and Colombia on a map.</p> <p>Retell the history of Venezuela and Colombia and identify important historical figures</p> <p>Create a comic strip summarizing the plot line of El Dorado</p> <p>Locate important landmarks and activities that can be done in Colombia and Venezuela</p> <p>Discuss current events</p>	<p>Color and label Venezuela and Colombia, their capitals and el rio Oronco,</p> <p>Summarize the history of Venezuela and Colombia and its historical figures</p> <p>Picture Talk: Talk about popular landmarks and cuisine. Describe the picture and share if you have had experience with the location/food or if you would like to.</p> <p>Listen to the legend of El Dorado and discuss</p> <p>Create a social media profile for Simon Bolivar</p> <p>Pick a place you would like to</p>	<p>Choose a current event in Venezuela or Colombia and research the cause, the problem and the consequences. Students engage in a gallery walk and take notes.</p>

		<p>visit in Colombia or Venezuela and send a postcard to the class as if you already went there. Describe what you did and what you saw.</p> <p>Using the subjunctive and imperfect subjunctive students retell their experience with a demanding teacher and their hopes for the future.</p>	
<p>Beauty Pageants 13 days</p>	<p>Discuss the qualities a person has to be considered beautiful</p> <p>Analyze the criteria in which women are judged in beauty pageants</p> <p>Debate the definition of beauty as seen in beauty pageants</p> <p>Give advice</p> <p>Ask and answer questions in a letter format</p>	<p>Watch a video on the countries with the most crowns (beauty pageants). Before watching, make a prediction on the top 7 countries with the most crowns.</p> <p>Read the article on A favor de las certámenes de belleza and discuss the way women are judged in a beauty contest. Do you agree?</p> <p>Read an article offering different opinions surrounding beauty pageants.</p> <p>Read the article Por que las venezolanas se hacen tanta cirugía estética?</p> <p>Role-play - using the subjunctive, students answer questions as if they were in a beauty pageant. What are your opinions on social and global challenges? Some questions to consider are: What is the biggest issue your generation is facing today? What advice would you give to someone being bullied? Do you think technology is hurting personal relationships? If you woke up</p>	<p>Listening comprehension: Your Venezuelan friend has hopes to get involved in an upcoming beauty pageant but didn't have a positive experience last time. Answer her questions and encourage her to participate this year.</p>

		today with a new ability, what would it be and how would you use it?	
		Write a letter to your friend and give her advice on her upcoming pageant.	

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WL.IH.7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
WL.IH.7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
WL.IH.7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
WL.IH.7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
WL.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
WL.IH.7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
WL.IH.7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
WL.IH.7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
WL.IH.7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
WL.IH.7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
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WL.IH.7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
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Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

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Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

SJ.JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
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TECH.8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

Unit 8: Art and Literature

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **May**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit students will explore well known visual artists and writers in the Spanish speaking world. Students will see how politics had influenced their works and served as a tool to mobilize people. Additionally, students will review various grammar points discussed throughout the year.

Enduring Understandings

Writers and visual artists in the Hispanic countries were typically involved politically and or were exiled.

Diego Rivera's murals promoted mexican identity

Federico Garcia Lorca was executed at the beginning of the Spanish civil war because of his sexuality

Essential Questions

What forms of art can be used to creatively express my thoughts, opinions and emotions?

Who are the well known visual artists and writers in the Spanish speaking communities?

How can art be used to mobilize people and support a specific political agenda?

Summative Assessment and/or Summative Criteria

Simulated conversation: Your friend is asking your opinion on a book, poem or work of art. Discuss the scene/setting and the images created by the artist or author as well as the emotions and feelings evoked by the artwork or book. Provide your personal opinion.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

<http://www.actfl.org>

McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Art and Literature 20 days	<p>Discuss fine arts and literature</p> <p>Identify the tools needed to produce works of art</p> <p>Analyze the importance of a library in a given community and brainstorm solutions on how to provide books in areas without libraries</p> <p>Discuss the works of Frida Khalo, Diego Rivera, Federico Garcia Lorca, Garbriel Garcia Marquez and Miguel de Cervantes</p> <p>Research an artist from the Spanish</p>	<p>Picture Talk: Teacher generates a slide of 10-12 images. Students describe what they see. Images reflect visual art and literature. Highlight main artists and writers in the Spanish speaking world</p> <p>Listening comprehension: Listen to the information and determine if it's logical or illogical</p> <p>Circumlocution game: Students will pick up a card from the stack with a vocabulary word or the name of a person. Students must describe the person or word to the class and the class must guess the word/name in under 30 seconds.</p> <p>Read the dialogue Ojala que tuviera el talento" from Asi se Dice and share your reaction to the episode on "libreria en Guatemala"</p> <p>In small groups, describe the</p>	<p>Expository writing: Students will choose one well-known artist or writer and investigate their childhood, their professional life and talk about one of their works.</p>

<p>speaking world and analyze a piece of art or literature</p>		<p>differences between un cuadro abstracto, un cuadro figurativo y una naturaleza muerta. Which one are you attracted to more?</p> <p>Listen to and discuss the video on Biblioburro and the importance to have access to books and libraries. Brainstorm solutions to "library deserts"</p> <p>Listen and watch La vida de Frida Khalo. Using a graphic orgnaizer, describe her personal and professional life.</p> <p>Webquest: Take a virtual tour of Frida Khalo's museum in Mexico and describe what you see.</p> <p>Research well-known artists in Spanish speaking countries and categorize them into the following: painters, sculptors, cono sur, espana, andina, centro america, mexico, caribe, venezuela o colombia.</p> <p>Read an excerpt of Don Quijote de la Mancha and watch the molinos scene from the original movie on YouTube</p> <p>Watch and discuss the trailer for 100 anos de Soledad by</p>	
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		<p>Gabriel Garcia Marquez</p> <p>Discuss the life of Federico Garcia Lorca and how the Civil War in Spain targeted the LGBTQ community.</p> <p>Investigate a list of well known writers and poets in the Spanish speaking world and categorize them by region and style of writing.</p> <p>Talk about what books you've read. Write a post card to a friend describing your favorite book and what you had learned from it</p>	

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