# Spanish Communication 2 Modified

[Implement start year (2013-2014)]

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Unit #6  Topic: Hispanic Heritage

## Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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</thead>
<tbody>
<tr>
<td>2009 NJCCC Standard(s), Strand(s)/CPI # (<a href="https://www13.state.nj.us/NJCCCS/">https://www13.state.nj.us/NJCCCS/</a>)</td>
<td><strong>21st Century Themes</strong> (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</td>
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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.

<table>
<thead>
<tr>
<th>A. Interpretive Mode</th>
<th>X Global Awareness</th>
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<tr>
<td>B. Interpersonal Mode</td>
<td>X Financial, Economic, Business and Entrepreneurial Literacy</td>
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<tr>
<td>C. Presentational Mode</td>
<td>X Civic Literacy</td>
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<tr>
<td></td>
<td>___ Health Literacy</td>
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<td>___ Environmental Literacy</td>
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### 21st Century Skills

**Learning and Innovation Skills:**

<table>
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<th>X Creativity and Innovation</th>
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<tr>
<td>___ Critical Thinking and Problem Solving</td>
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<tr>
<td>X Communication and Collaboration</td>
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**Information, Media and Technology Skills:**

<table>
<thead>
<tr>
<th>X Information Literacy</th>
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<tr>
<td>X Media Literacy</td>
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<tr>
<td>X ICT (Information, Communications and Technology) Literacy</td>
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**Life and Career Skills:**

| ___ Flexibility and Adaptability |
| ___ Initiative and Self-Direction |
| X Social and Cross-Cultural Skills |
| ___ Productivity and Accountability |
| ___ Leadership and Responsibility |
### Enduring Understandings:

*Students will understand that...*

**EU 1**
Cultural identity can shape a person’s role in society.

**EU 2**
Hispanic Americans have woven their culture into the American fabric.

### Essential Questions:

**EU 1**
- What influences a person’s cultural identity?
- How can a person’s cultural identity influence his/her role in society?

**EU 2**
- How have Hispanic Americans shaped American culture?

### Knowledge:

*Students will know...*

**EU 1**
- The definitions of Hispanic, Spanish, Latino and Chicano.
- The elements of cultural identity such as geographic origin, socioeconomic status and educational background.

**EU 2**
- The biographical backgrounds of famous Hispanic Americans including but not limited to Roberto Clemente, Celia Cruz, Desi Arnaz and Hugo Chavez.
- The aforementioned people’s impact on American culture.

### Skills:

*Students will be able to...*

**EU 1**
- Define the terms Hispanic, Spanish, Latino and Chicano.
- Identify the elements of cultural identity such as geographic origin, socioeconomic status and educational background.

**EU 2**
- Identify the biographical backgrounds of famous Hispanic Americans including but not limited to Roberto Clemente, Celia Cruz, Desi Arnaz and Hugo Chavez.
- Describe the aforementioned people’s impact on American culture.
### Stage 2 – Assessment Evidence

#### Recommended Performance Tasks:  
*Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Students will independently be able to conduct a talk show interview of a famous living Hispanic American. One student will be a talk show host and the other student will be the selected famous Hispanic American. Students will be given a list of famous Hispanic American athletes, politicians, actors, musicians, etc. to choose from. Students will need to research the biographical background and contributions to American society of their chosen person. Students will create interview questions and gather media clips and/or props to highlight the importance of their chosen subject. Students will be evaluated on their accuracy in describing the person’s biographical background and illustrating their influence on American culture.

#### Other Recommended Evidence:  
*Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Students will take a comprehensive test on the definitions of Hispanic, Spanish, Latino and Chicano and the elements of cultural identity such as geographic origin, socioeconomic status and educational background.
- Students will take a matching test on Roberto Clemente, Celia Cruz, Desi Arnaz and Hugo Chavez and their impact on American culture.
- Describe how my views about Hispanic Americans are shaped by my experiences and prejudices.
- Describe what it would be like to walk in a Hispanic American’s shoes.
**Stage 3 – Learning Plan**

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:**

- Ask students to Think, Pair, Share what the terms Hispanic, Spanish, Latino and Chicano mean. Then provide them with the correct definitions. Ask students to then compare and contrast their thoughts with the actual definitions. (A, M)
- Students will create a graphic organizer to map their own cultural identity using the indicators of geographic origin, socioeconomic status and educational background. (A, M)
- Watch the PBS American Experience Biography of Roberto Clemente. Answer questions provided with teacher materials. (A)
- Use a teacher made PowerPoint including media clips to introduce Celia Cruz, Desi Arnaz and Hugo Chavez. Student can fill in a guided note sheet for each of the figures. (A)
- Carousel Brainstorm other famous Hispanic Americans who have contributed to American Society. (A, M)
- Create a Facebook page for a fictitious Hispanic American. Include biographical background, geographic origin, educational background and their impact on American culture. (T)