

Course Title – Spanish V

Implement start year – 2016-2017

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Unit # 1, topic – Challenges and victories: Hispanic impact on American Society

Transfer Goal –

Students will be able to independently use their learning to develop an awareness of and an appreciation for the experiences that Hispanic people have while making an impact In The United States.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

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, 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.

- A. Interpretive
- B. Interpersonal
- C. Presentational

21st Century Themes

(www.21stcenturyskills.org)

- _X_ Global Awareness
- _X_ Financial, Economic, Business and Entrepreneurial Literacy
- _X_ Civic Literacy
- __ Health Literacy
- __ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- __ Creativity and Innovation
- _X_ Critical Thinking and Problem Solving
- _X_ Communication and Collaboration

Information, Media and Technology Skills:

- __ Information Literacy
- __ Media Literacy
- __ ICT (Information, Communications and Technology) Literacy

	<p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> ___ Flexibility and Adaptability ___ Initiative and Self-Direction ___ Social and Cross-Cultural Skills ___ Productivity and Accountability ___ Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> the United States is a diverse nation.</p> <p><i>EU 2</i> culturally diverse communities shape society in many ways and in a variety of areas.</p> <p><i>EU 3</i> the misuse of terminology referring to Spanish-speakers can result in confusion and may be insulting to members of specific ethnic communities.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is it important to accept and appreciate contributions from people of other cultures? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • In what ways does cultural diversity impact society positively or negatively? • What are some of the fields/areas in which Hispanics have distinguished themselves in the United States? • How has ethnic diversity added to the intellectual, cultural and artistic heritage in the United States? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why are labels for Spanish-speakers assigned? • Which factors may fuel prejudice in various societies?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • various ways to describe a diverse society <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the importance of the contributions made by Hispanics to American society and to the world. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Spanish, Hispanic, Latino and Chicano have different meanings and each one should be used in the proper context. 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify the benefits of cultural diversity. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • summarize the accomplishments and contributions of Latin Americans in the United States. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • distinguish between the terms Hispanic, Spanish, Latino and Chicano and employ them appropriately.
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks: <i>Each unit must have at least 1 Performance Task. Consider the GRASPS form.</i></p> <p>You are a writer for <i>Life en español</i>. The magazine is doing a feature issue on “Hispanoamericanos que brillan,” “Distinguished Hispanic Americans.” Choose a person of Hispanic origin who has risen above prejudice to distinguish him or herself in the United States. You will write a magazine article which highlights this person and his or her accomplishments. Include pictures, use magazine format. You will orally present your material to the board of editors for approval. Final versions of these profiles will be compiled into a class book celebrating Hispanic Heritage Month in October. (EU 1, EU 2, EU3, EU 4)</p>	

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

- Activators and summarizers
- Comprehension questions related to unit readings and articles.
- Student-created graphic organizers analyzing the advantages and disadvantages of living in a culturally diverse society.
- Student-created graphic organizer analyzer examining the social and political factors behind the waves of immigration.
- Reaction piece to the short story “Mareo escolar”
- Analysis of the article: “More than Mexican: Study Highlights Diversity of Latinos.”
- Socratic circle and/or debate based on the PBS documentary “Latino Americans.”
- Integrated use of essential grammar and vocabulary in oral discussions and writing.
- Class debates and discussion regarding Hispanics and their contributions to the American society and the world.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Students will read the short story “Mareo escolar” (A)
- Students will answer comprehension questions related to “Mareo escolar” (A)
- Students will discuss thematic elements of the story “Mareo escolar” (M)
- Students will analyze and draw conclusions regarding the treatment of characters in “Mareo escolar.” (M/T)
- Students will examine the nature/nurture aspect of prejudice in our society. (T)
- Students will read the article: “More than Mexican: Study Highlights Diversity of Latinos.” (A)
- Students will discuss themes related to the article: “More than Mexican...” (M)
- Students will read the article in “Politicamente Incorrecto” about Carlos Mencia and answer related questions. (A)
- Students will discuss the tendency that Americans have to disregard personal ethnic origins of Spanish-speakers. (M/T)
- Students will practice telling jokes in Spanish. (M/T)
- Students will view the documentary “Latino Americans” (A)
- Students will write an essay about a specific topic illustrated in the documentary. (M)
- Students will engage in a class discussion about the lack of recognition regarding Hispanics and their accomplishments in the United States. (M/T)
- Students will select and analyze a Chicano mural and orally present it in front of the class (M/T)
- Students will create a personalized collage illustrating their own ethnic background. (T)

Suggested Materials:

Short story “*Mareo Escolar*” (Aventuras Literarias 2003)

Article “*More Than Mexican*” (inamerica blogs, CNN.com)

Article “*Politicamente Incorrecto*” (Descubre 2008)

DVD Documentary “Latino Americans” (PBS 2013)

Book program for “Latino Americans” (PBS 2013)