

**Course Title – Spanish V ACC**

**Implement start year – 2016-2017**

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**Unit 2 , topic – Families and Communities**

**Transfer Goal –**

Students will be able to independently use their learning to explain the dynamics of families and their importance in a vital ethnic community.

### 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

#### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

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

#### 21<sup>st</sup> Century Skills

##### *Learning and Innovation Skills:*

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

##### *Information, Media and Technology Skills:*

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

##### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

**Enduring Understandings:**

Students will understand that . . .

**EU 1**

- there are common qualities that unite families of different cultures.

**EU 2**

- each one of us plays certain roles in the dynamics of a family.

**EU 3**

- in many cultures the community serves as an extended version of the family.

**EU 4**

- people who relocate carry with them the need to remember who they are and the need to celebrate their culture.

**EU 5**

- preterit and imperfect tenses have unique respective functions when telling stories.

**Essential Questions:**

*EU 1*

- How do families differ according to culture?
- How might families be similar regardless of culture?
- How might culture dictate family dynamics?
- How do the roles of families and communities differ or converge?

*EU 2*

- What are my needs and responsibilities within my own family?
- How does culture-shock affect family dynamics?

*EU 3*

- What do families need and expect from a community?
- How do individuals contribute to the well-being of a community?

*EU 4*

- What does Little Havana mean for those who are part of the Cuban community?
- How has Little Havana served to fill the gap for other Hispanic immigrants who feel expatriated?
- How are story telling & memories integral to making connections to a transplanted community like Little Havana?

*EU 5*

- How can incorrect use of preterit or imperfect lead to misunderstanding?

**Knowledge:**

Students will know . . .

**EU 1**

- what common familial qualities are common from one culture to another culture.

**EU 2**

- the effect of one's role on the dynamics of the entire family.

**EU 3**

- which institutions serve as support structure for families within the community.

**EU 4**

- what constitutes an ethnic community

**EU 5**

- grammar review of preterit and imperfect tenses.
- distinctions between preterit and imperfect tenses.
- verbs that change meaning in the preterit or imperfect.

**Skills:**

Students will be able to . . .

**EU 1**

- identify and explain why familial aspects differ with regard to culture.

**EU 2**

- examine the roles of different generations and analyze their change over time, in order to understand generational differences.

**EU 3**

- make connections regarding specific support structures and the needs they fulfill in the community.
- discuss and analyze how the lack of support structures would affect families and communities.

**EU 4**

- contrast the physical elements of each community and the cultural aspects (food/restaurants, places of worship, entertainment, etc.)

**EU 5**

- communicate (coverse, read, write and listen) about family and/or community life using past tenses appropriately.

**Stage 2 – Assessment Evidence**

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

You will play the role of a grandparent or a grandchild talking about the old days. The grandchild will ask questions about what life was like when the grandparent came to this country and settled in his/her new community. This conversation will be conducted in Spanish and will take place in front of the class. It must incorporate the appropriate use of the past tenses.

Note: An important component of this assignment is an interview with a family member or member of the community who has an experience as an immigrant. If it is not possible for you to interview an immigrant in your family; feel free to use a member of your community, or family friend. Please be aware that this performance task is not limited to immigrants of Hispanic descent. (EU 1, EU 2, EU 3, EU 4, EU 5)

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

- Comprehension assessments
- Activators and summarizers
- Student created graphic organizers
- Reaction piece to reading “El Nieto”
- Analysis of films: “La Ciudad Perdida”/ “The Lost City”
- Integrated use of grammar in readings and writing
- Class debates and discussion regarding ethnic communities
- Reaction pieces to poems by José Martí and song by Gloria Estefan “Mi tierra”

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *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 review and distinguish between preterit and imperfect tenses (A/M)
- Students will research Cuba and the immigration laws pertinent to Cuba (A/M)
- Students will research Hispanic family dynamics (M)
- Students will read the short story “El Nieto” and answer comprehension questions related to it (A)
- Students will become familiar with the political backdrop of Cuba. (A/M)
- Students will read and discuss the poem “Guantanamera” by José Martí (A/M)
- Students will view the films “La Ciudad Perdida” and the documentary “Wet Foot/Dry Foot” (A)
- Students will discuss the harsh reality depicted in the film “Dry Foot/Wet Foot”. (M)
- Students will summarize and discuss the film “La Ciudad Perdida” (A/M)
- Students will create a graphic organizer which represents the political situation in “La Ciudad Perdida” (M/T)
- Students will compare and contrast pre and post Castro Cuba. (M)
- Students will engage in a class discussion about Little Havana’s connection to other Latin American cultures. (M/T)
- Students will write a letter from the perspective of a character of their choosing to another character from “La Ciudad Perdida” (T)
- Students will independently analyze the content of the song “Mi Tierra” by Gloria Estefan. (T)

**Materials:**

Short story “El Nieto” (Album 2005)

Song/Poem “Guantanamera” (José Martí, available in public domain)

Song “Mi Tierra” by Gloria Estefan (youtube.com)

Film “The Lost City” (2005)

Documentary “Wet Foot/Dry Foot” (Dateline NBC)

Documentary “Fidel Castro” (PBS)