

Course Title – Spanish V	
Implement start year – 2016-2017	
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Unit 4 , topic – Science and Technology in the Hispanic World	
Transfer Goal – Students will be able to independently use their learning to explore access to and impact of science and technology within the Hispanic culture.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>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.</p> <p>A. Interpretive B. Interpersonal C. Presentational</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction</p>

	<ul style="list-style-type: none"> ___ Social and Cross-Cultural Skills ___ Productivity and Accountability ___ Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • scientific and technological advancements originate from and spread to countries across the globe. <p>EU 2</p> <ul style="list-style-type: none"> • limited technological access impacts opportunities for intellectual growth. <p>EU3</p> <ul style="list-style-type: none"> • governments can intentionally limit or censor technological media for the purpose of controlling the people. 	<p><u>Essential Questions:</u></p> <p>EU 1</p> <ul style="list-style-type: none"> • How have scientific and technological advancements which originated in Spanish-speaking countries affected the world? <p>EU2</p> <ul style="list-style-type: none"> • How does limited access to science and technology widen the gap between developed and developing nations in the Spanish-speaking world? <p>EU3</p> <ul style="list-style-type: none"> • How has technology become a new medium for governmental propaganda in Spanish-speaking countries?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • the numerous technological and scientific developments which come from the Spanish-speaking world. <p>EU 2</p> <ul style="list-style-type: none"> • the factors that cause technological inequity in Spanish-speaking countries. <p>EU 3</p> <ul style="list-style-type: none"> • the ways in which technology is used to control and disseminate political ideologies in Latin American countries. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • identify scientific and technological innovations which come from Spanish-speaking countries. <p>EU 2</p> <ul style="list-style-type: none"> • compare and contrast the availability of technology in developed and developing Spanish-speaking countries. <p>EU 3</p> <ul style="list-style-type: none"> • cite examples of political and/or ideological control through technology.

Stage 2 – Assessment Evidence

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

You are a student who is currently enrolled in an exchange program in a Hispanic country. Access to technology is quite different there. Write a letter to your family back home telling them about the challenges you are experiencing with regard to a very different technological environment. (EU 1, EU 2, EU 3)

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

- Activators and summarizers
- Essential vocabulary related to science and technology
- Written assessments related to the short stories “Apocalipsis” and “Rosa”
- Student-created graphic organizers
- Integrated use of grammar in readings and writing
- Class debates and discussion regarding technology in Hispanic countries

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO 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 and answer comprehension questions related to the short story “Apocalipsis.” (A)
- Students discuss the thematic elements of the story “Apocalipsis.” (M)
- Students will read and answer comprehension questions related to the story “Rosa.” (A)
- Students will discuss the thematic elements of the story “Rosa.” (M)
- Students will read internet articles about the use of technology in education, political propaganda, and science and technology in Cuba. (M)
- Students will use picture prompts to extend the short story “Rosa”. (M/T)
- Students will discuss the impact that technology has on intellectual growth. (T)
- Students will create a graphic organizer which compares and contrasts access to educational technology in developing Hispanic countries. (M)

Materials:

Short story “Apocalipsis” (Album, 2005, Aventuras Literarias, 2003)

Short story “Rosa” (Abriendo Paso, 2012)