EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**CP Hispanohablantes 2**

Length of Course: Full Year

Elective / Required: Elective

Schools: High School

Student Eligibility: Grades 10-11-12

Credit Value: 5

Date Approved:

**TABLE OF CONTENTS**

|  |  |
| --- | --- |
| Mission Statement  Philosophy  Statement of Purpose | 3  3  3 |
| Introduction | 3 |
| District Curriculum Template | 4 |
| Guiding Principles | 4 |
| Intent of the Guide | 5 |
| Unit 1 – La Familia HIspanoamericana | 7 |
| Unit 2 – Metas Profesionales | 12 |
| Unit 3 – Leyendas e HIstorias Latinoamericanas | 18 |
| Unit 4 – Géneros Literarios | 22 |
|  |  |
| Unit 5 – El Arte Hispano y Latino | 29 |
|  |  |
|  |  |
| This curriculum guide was prepared by:  Obed Pérez, Egg Harbor Township High School  Coordinated by: Dr. Michele Schreiner - Supervisor of World Languages |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

**WORLD LANGUAGES - PHILOSOPHY**

The acquisition of a second language is essential in the 21st century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

**WORLD LANGUAGES – STATEMENT OF PURPOSE**

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students’ communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students’ success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21st century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

**INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

**EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township’s curriculum guides.

**GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?**

**WHAT IS UNDERSTANDING BY DESIGN?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *“stuff”* upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

**INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

|  |
| --- |
| **Unit Name: CP Hisp 2 Unit 1: La familia hispanoamericana y sus tradiciones  Author: Obed Perez** |
| SET-UP |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: |  | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Egg Harbor Township High School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT SUMMARY** |
| This unit is designed to allow students to examine the changes Hispanic families often endure while adapting and adjusting to a new culture in the United States, including assimilation, new traditions, identity crises and changes in the composition of the family, like divorce. It will expose students to literary works and articles by Peruvian writer, Ricardo Palma and Puerto Rican writer Manuel Méndez Ballester, which discuss these issues. Furthermore, students will better understand their reality as bi-cultural learners dealing with two cultures simultaneously. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT RESOURCES** |
| **Printed Materials:**  Textbook: El español para nosotros (Glencoe)  Play: Bienvenido Don Goyito – Manuel Médez Ballester |
| **Resources:** |
| **Internet Resource Links:**   <http://litgloss.buffalo.edu/palma/text.shtml>   <http://quizlet.com/765655/la-camisa-de-margarita-flash-cards/>   <http://www.elespectador.com/noticias/actualidad/articulo102647-el-divorcio-estados-unidos-ya-un-lujo>   <http://www.nosdivorciamos.com/articulo.php?id=PD003> |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| STAGE ONE |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| Standard State: NJ  7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. |
| |  | | --- | | Interpretive Mode | | 7.1.AL.A.1 | Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. | | 7.1.AL.A.2 | Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. | | 7.1.AL.A.3 | Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. | | 7.1.AL.A.6 | Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. | | 7.1.AL.A.7  Interpersonal Mode  7.1.AL.B.4 | Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.  Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings | | Presentational Mode |  | | 7.1.AL.C.1 | Create a research-based multimedia-rich presentation to be shared virtually with a target language audience. | | 7.1.AL.C.3 | Use language creatively in writing for personal, career, or academic purposes. | | 7.1.AL.C.5 | Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNDERSTANDINGS** |
| * Latino families have experienced dramatic changes in their family structure and traditions closely related to their immigration to the United States. * Many Latino traditions are closely related to religion, “ el compadrazgo”, “la quinceañera”, and the proper way to court a lady and ask for her hand in marriage are some of the practices, which have endured changes. * Many Latino families and individuals experience dramatic changes when it comes to their process of assimilation to the new culture. * Many Puerto Ricans living on the island face identity issues due to the tremendous American influences they are exposed to.  Many Puerto Ricans as well as other Latino groups living in the United States face a crisis of identity when adapting to a new culture. * Many Latinos living in the United States assimilate in a partial way to the new culture, in that they accept new practices, celebrations, and language, while they hold on to their customs and traditions, and native language. Other Latinos integrate in the new culture fully, leaving behind their native culture. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **ESSENTIAL QUESTIONS** |
| * In what ways have traditions in Latino families changed as a result of their emigration to the United States and how do they compare to those in Latin-America? * How have changes in the structure of family, religious practices, and marriage, affected the present Hispanic /Latino population of the United Sates? * In general, how does assimilation affect Latino families? * What similarities are there between the identity and cultural experiences of Puerto Ricans living on the island and the ones living in the United States and other Latino groups? * What are the major differences between partial assimilation and integration or full assimilation? |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **KNOWLEDGE AND SKILLS** |
| |  |  | | --- | --- | | **Students will know…** | * **Students will be able to…** | | * The changes which are affecting the structure of the family today. * What is “compadrazgo” as understood in Latin American cultures. * The difference between Latino religious or other traditions from the past vs. the present. * What the “tradición” style of writing is. * The plot and moral of the short story “La camisa de Margarita”. * The plot and moral of the play “Bienvenido Don Goyito”. * Understand the identity issue many Puerto Ricans face. * Similarities between the identity and cultural experiences of Puerto Ricans and other Latino Groups. * The concept of assimilation and adaptation to a new culture in partial or full way (integration) | * + Study social changes that affect the structure of the family.   + Discuss the phenomenon of “compadrazgo” and compare it to the relationship godparents and children have in American culture have.   + Compare and contrast the percentage of divorces in present with the past.   + Interview parents or guardians to discuss traditions from the past.   + Understand the literary style of “tradición” (tradition) as created by Peruvian writer Ricardo Palma.   + Read and analyze “La Camisa de Margarita”by Ricardo Palma.   + Read and analyze the Puerto Rican play “Bienvenido Don Goyito” by Manuel Méndez Ballester.   + Research and discuss the issue of the Puerto Rican identity, many Puerto Ricans face and how it can be apply to other Latino communities.   + Connect the play with the discussion of the social changes in the family.   + Compare and contrast the assimilation to the high society presented in the play to the assimilation to the new culture faced by many Latino immigrants in the United States.   + Differentiate between partial / full assimilation and integration | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE TWO |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **PERFORMANCE TASKS** |
| **Title:**Interpretive  Students will be able to comprehend the play “Bienvenido Don Goyito” and perform literary analyses of the play. They must find ways in which the play speaks to their present reality as Latinos/as living in the United States and their process of assimilation to a new culture.    **Title:**Presentational  Students will have 6 presentational assessments to choose from. The students must choose one assignment from the speaking section, another one from the writing, and a third one from the artistic section.  Sample choices:  Speaking:Using the Google Voice System, interview a person who has immigrated to the United States. Ask the interviewee about his/her experiences, as well as challenges he/she might have endured. Ask his/her opinion about total vs. partial assimilation (Mínimum 4 minutes).    Writing: Write an essay that discusses the theme of assimilation and adaptation. Give your opinions as to how much you think a person needs to adapt to a new culture. Discuss Don Goyito’s actions in the play and how is related to the theme (Minimum 150 words).    Artistic: Create a children’s book, which depicts the main events of the play “Bienvenido Don Goyito” . Use colorful illustrations or photos, and simple language to demonstrate the story. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **OTHER EVIDENCE** |
| Vocabulary quizzes  Comprehension quizzes  Practice Workbook Pages and other worksheets  Cooperative learning projects  Question-and-Answer  Think-Pair-Share  The Literature Pyramid  Concept Mapping  Videos  Entrance/Exit Tickets  Formative Assessments (White board activities)  Assignment Choice Board |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE THREE |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **LEARNING ACTIVITIES** |
| **WEEK 1**  Introduce the Unit theme and use Think-Pair-Share, or Puzzle activity.  Introduce vocabulary related to the social changes in the family.  Read article in textbook as well as other sources.  **WEEK 2**  Interview parents about the social changes they have endured and present o class.  Interview parents in order to identify traditions and practices, which have changed.  Research the divorce statistics.  Vocabulary and concepts quiz  Start reading the play “Bienvenido Don Goyito”.  **WEEK 3**  Continue to read the play.  Start analyzing the protagonist as well as the secondary characters.  Establish the setting and atmosphere of the play.  Identify the conflict of the story.  **WEEK 4**  Can-Do Statements  Continue reading the play.  Identify changes as well as movements in the narration.  Establish the development of the narration as well as the development of the characters and plot.  **WEEK 5**  Continue reading the play.  Predict what the ending will be.  Identify who do you consider the antagonist of the play (or the villains).  **WEEK 6**  Finish reading the play.  Discuss the themes presented by it, identity, adaptation, assimilation.  Create an alternative ending for the play.  Interpretive Assessment  **WEEK 7**  Presentational Assessment  Choice board (Speaking, talking, and writing)  First assignment choice due  **WEEK 8**  Second assignment choice due  **WEEK 9**  Quarterly Exams  The third assignment choice from the choice board will count as the quarterly’s  grade. Students will make a presentation during the test period. |

|  |
| --- |
| **Unit Name: CP Hisp 2 Unit 2: Metas profesionales y el impacto en la sociedad  Author: Obed Perez** |
| SET-UP |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: |  | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Egg Harbor Township High School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT SUMMARY** |
| Students will reflect on their goals for the future when it comes to their professional lives and how they want to contribute to the good of all citizens. Students will research and study the lifestyle and salaries of some professional athletes and celebrities, and their contributions to society in order to compare them to those of professionals in other fields. Furthermore, students will discuss and imagine what other young people their age in Latin-America are dreaming for their future. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT RESOURCES** |
| **Printed Materials:**  Textbook: El español para nosotros (Glencoe)  Ahora que Vuelvo |
| **Resources:**  Una Carta a Dios |
| **Internet Resource Links:**   <http://www.hola.com/actualidad/200905278568/sonia/sotomayor/jueza/>   <http://es.wikipedia.org/wiki/Albert_Pujols>   <http://pulsoverde.nrdc.org/rmenendez/>   <http://www.larepublica.pe/03-01-2011/historico-nuevos-gobernadores-hispanos-en-estados-unidos>   <http://carlosbeltranacademy.org> |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| STAGE ONE |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| Standard State: NJ  7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.  7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.  7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.  7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.  7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.  7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.  7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.  7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.  7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNDERSTANDINGS** |
| 1.       Many Hispanic/Latino children and youth may have big dreams about their future.  2.       Having a member of the family become a professional athlete will change all circumstances in the life of that family.  3.       Having a formal education provides opportunities and resources to an individual and their family.  4.       Our society places less value on most professions than on professional athletes, celebrities or personalities. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **ESSENTIAL QUESTIONS** |
| **1.       What is the dream of many Hispanic/Latino boys and girls in relation to their future?**  **2.       In what ways could becoming a professional athlete change the future of a Hispanic family?**  3.       **In what ways could becoming a trained professional change the future of a Hispanic family?**  4.       **How does society determine the appropriate salary for an educated professional vs. a professional athlete?** |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **KNOWLEDGE AND SKILLS** |
| |  |  | | --- | --- | | **Students will know…** | **Students will be able to…** | | ·         Biographical data of prominent figures in the Latino World.  ·         How to speak about things that occurred in the past and are completed.   ·      Things that occurred in the past and are ongoing actions.  ·         Numbers of Latinos in various professional sports.  ·         The salaries of the highest paid athletes.  ·         The salaries of the highest paid trained professionals in the United States.  ·         The salaries or worth of some Latino celebrities.  ·         The plot and message of the short story Ahora que vuelvo Ton.  ·         The plot and message of the short story Una carta a Dios.  ·         Possibilities for the future and goals they should consider. | ·         Read the biography of the famous Latino professional athletes and celebrities.  ·         Use the preterit and the imperfect.  ·         Talk about the importance of baseball in the Caribbean countries.  ·         Compare the numbers of Latinos in various sports, like Hispanic/ Latino baseball players are playing in the current World Series.  ·         Compare and contrast the salaries of famous athletes and the highest paid professionals (i.e. Doctors, Lawyers).  ·         Read the short story “Ahora que vuelvo Ton” from René del Risco Bermúdez.  ·         Read the short story “Una Carta A Dios” de Gregorio López y Fuentes.  ·         Reflect on their dreams and goals for the future and possible ways to accomplish them.  ·         Role play as professional athletes, celebrities, or trained professionals. | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE TWO |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **PERFORMANCE TASKS** |
| **Title:**Interpretive  Students will read biographies of famous professional people, celebrities, and professional athletes. They will read the biographies of professional athletes, Roberto Clemente, Albert Pujols, Carlos Arroyo, or any other Hispanic professional athlete. In addition they will read biographies of celebrities like, Rita Moreno, Juanes, Shakira, Jennifer López, or any other Latino celebrity. They will also read the biographies of the Honorable Sonia Sotomayor, Senator Robert Menéndez, and other Latino professionals. Using the facts they find in their research, they are going to write questions for an interview with one of these personalities. In addition, they are going to write a reflection essay based on their impressions about this person’s life, what they admire or dislike. They should also discuss what influences this person could have in their lives and the lives of others.    **Title:**Presentational  Students will see themselves in 10-15 years coming back to give a motivational speech to the Hispanohablantes classes at EHTHS in 20\_\_. They will write an autobiography to be printed in the program, including their accomplishments, their special contributions, as well as, their struggles throughout their career. They may choose to become a professional athlete, celebrity or a professional. They must dress for the role play and portray who they have become. The speech has to include motivational language and some kind of dynamic/icebreaker that call for students’ reflections on their contributions to society. Students will be encouraged to use power point presentations, “prezi” presentation or video.    **Title:**Interpersonal (Optional)  a. Attempt contacting the personality via e- mail or telephone to actually conduct a short interview based on the questions created in the interpretive assessment.  b. Attempt contacting a young person from a Hispanic country (For example, a relative) and interview them to find out what their goals are for the future and what dreams they have. Compare and contrast your findings with your own experience and the experience of other Hispanics in the United States, or American youths. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **OTHER EVIDENCE** |
| * Vocabulary quizzes * Comprehension quizzes * Practice Workbook Pages and other worksheets * Cooperative learning projects * Question-and-Answer * Think-Pair-Share * The Literature Pyramid * Concept Mapping * Videos * Entrance/Exit Tickets * Formative Assessments (White board activities) * Assignment Choice Board |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE THREE |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **LEARNING ACTIVITIES** |
| **WEEK 1**  Introduce the Unit theme and use brainstorm activity. What do you know?  Introduce vocabulary related to the professionals, and professional athletes.  Read article in textbook as well as professional athletes’ biographies.  **WEEK 2**  Research the salaries of professional athletes.  Research the salaries of the most professions that require a one or more academic degrees.  Compare and contrast the salaries of professional athletes with that of other professionals.  **WEEK 3**  Research the biographies of some Latino celebrities.  Research the salaries of such celebrities and net worth, if possible.  Compare and Contrast their salaries to that of other professionals.  **WEEK 4**  Research the biographies of some prominent professionals.  Possible: Interpersonal assessment.  **WEEK 5**  Hold a debate to defend or critique the fact that professional athletes and celebrities make more money than other professionals.  Read the story Ahora que vuelvo Ton.  **WEEK 6**  Analyzed the story and understand its message.  Discuss the dream of many Caribbean children of becoming professional athletes.  Interpretive assessment  **WEEK 7**  Read the story Una carta a Dios.  Discuss and analyze the moral of the story.  **WEEK 8**  Presentational assessment  **WEEK 9**  Quarterly Exams |

|  |
| --- |
| **Unit Name: CP Hisp 2 Mini- Unit 3: Leyendas e Historias Latinoamericanas  Author: Obed Perez** |
| **SET-UP** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: |  | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Egg Harbor Township HS** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT SUMMARY** |
| Students will study the conquest of México as written and its history and then read legends, which arose from such an experience.   They will also read traditional legends the Caribbean. They will identify the main elements of a legend and experience firsthand the creation of one. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT RESOURCES** |
| **Printed Materials:**  Textbook: El español para nosotros (Glencoe)  Leyendas Puertorriqueñas. |
|  |
|  |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **STAGE ONE** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| Standard State: NJ  7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.  7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.  7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.  7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.  7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.  7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.  7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNDERSTANDINGS** |
| * Through the conquest of the Americas, Spain impacted the development of many new cultures, which produce their own legends that very often reflect on the interaction of the worlds. * Legends have passed on from generation to generation orally until someone writes them. * Legends always convey a moral or teaching and sometimes they serve as a tool to remember historical events. * Legends are born from the experience of people in a given culture as a result of the influences they have had as well as the events that have shaped their history. * A country that has been colonized by another country often reflects traits of the conquering country. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **ESSENTIAL QUESTIONS** |
| * How has Spain influenced the development of Latin American culture and literature? * In what ways are legends or fables kept alive in contemporary culture? * What purpose do legends serve in your culture and life? * How are legends created, and what makes a historical event or time period relevant for the future? * What consequences does a country have to endure when conquered by another country? |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **KNOWLEDGE AND SKILLS** |
| |  |  | | --- | --- | | **Students will know…** | **Students will be able to…** | | ·         The history of the conquest of Mexico.  ·         Prominent figures of the conquest.  ·         Native American cultures.  ·         Who Moctezuma, Cuahtémoc, and Quetzalcóatl were and their importance in the Aztec culture.  ·         Who Hernán Cortés, Diego Colón, and Diego Velazquez were and their role in the conquest of México.  ·         What a legend is.  ·         The fundamental elements of a legend  o   It mixes fantasy and reality.  o   It has a moral.  o   Many have tragic endings.  o   It passes from generation to generation orally.  o   It is short  o   They are usually anonymous.  ·         Legends of the Caribbean are similar to Mexican legends.  ·         Speak and write in the past tense. | ·         Read the history of conquest of Mexico.  ·         Identify historical figures involved in the conquest of Cuba and Mexico.  ·         Discuss the impact of the conquistadors on the existing cultures.  ·         Identify the Pre-Colombian cultures, specifically the Aztecs.  ·         Tell the history of Moctezuma and his people.  ·         Discuss the experiences lived by Hernán Cortés, Diego Colón and Diego Velázquez.  ·         Connect the birth of legends as a result of the invasion of the new world.  ·         Read and analyze the legends of Marina la Malinche and La llorona.  ·         Compare and contrast the similarities of Mexico and the Caribbean.  ·         Read and analyze the Puerto Rican legends of El grano de oro and Guanina.  ·         Identify the elements of a legend.  ·         Focus on the moral of each legend.  ·         Create an original legend with a partner.  ·         Apply all the elements learned in class to their legends.  ·         Illustrate the legend artistically.  ·         Research and analyze the impact of colonization.  ·         Communicate in the past tense. | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **STAGE TWO** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **PERFORMANCE TASKS** |
| **Title:**Interpretive Assessment  Students will read a legend, analyze its theme and moral, and discuss the impact Spain had in the culture. They will identify the essentials elements of a legend.    **Title:**Presentational Assessment- Creative Writing  Creative writing: Students will write an original legend with a partner. Such legend should include all elements of a legend (except the oral tradition). It should have a mix of reality and fantasy. It should be brief and concise, with few characters. It must have a moral and if necessary have a tragic ending. Students should present the written legend along with an artistic project that reflects the events in the narration. Students should create a poster, a power point, a children’s book or a comic strip to support their story. A brief presentation of the main idea to the class will be required. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **OTHER EVIDENCE** |
| Vocabulary quizzes, Comprehension quizzes  Practice Workbook Pages and other worksheets  Cooperative learning project  Question-and-Answer  Concept Mapping  Videos  Entrance/Exit Tickets  Formative Assessments (White board activities) |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **STAGE THREE** |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **LEARNING ACTIVITIES** |
| **WEEK 1**  Introduce the Unit theme and use brainstorm activity. What do you know?  Introduce vocabulary related to the Conquest of Mexico.  Read the history of the conquest and its prominent figures.  **WEEK 2**  Identify the specific years in which events took place.  Act  out the history of the conquest form the perspective of the conquistadors and from the perspective of Aztecs.  **WEEK 3**  Read the legends of Marina la Malinche and La llorona and how they relate to the conquest of Mexico.  Recognize the elements of a legend.  **WEEK 4**  Read and analyze the Puerto Rican legend of El grano de oro.  Write a literary analysis.  Create a concept map of the main characters and events.  **WEEK 5**  Read and analyze the Purto Rican legend of Guanina.  Write a a literary analyses.  Create a concept map of the main characters and events.  Interpretive assessment  **WEEK 6**  Presentational Assessment: Create an original legend. |

|  |
| --- |
| **Unit Name: CP Hisp 2 Unit 4: Géneros Literarios y la Communicación  Author: Obed Perez** |
| **SET-UP** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: |  | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Egg Harbor Township High School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT SUMMARY** |
| This unit is designed to expose students to different literary genres from the Spanish world. Students will read works from prominent Latin American and Spanish authors. Students will read a classical Spanish tragedy, as well as classic Spanish poetry. Furthermore, they will read several shorts stories and excerpts of novels from the Latin American genre of Magic Realism. They will practice the skill of literary and poetry analysis. In addition, students will improve their written communication and become better writers themselves. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT RESOURCES** |
| **Printed Materials:**  Textbook: El español para nosotros (Glencoe)  Textbook: Gabriel Garcia Márquez Reader |
|  |
|  |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **STAGE ONE** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| Standard State: NJ  7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.  7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.  7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.  7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.  7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.  7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.  7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.  7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.  7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.  7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.  7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.  7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNDERSTANDINGS** |
| * Honor is a recurrent theme in most of the Hispanic/Latino literature. * Proper writing improves your communication. * Rhetoric can be used to persuade or impress effect on an audience. * Poetry is often used to express feelings through language. * Poets and writers make use of literary devices to enhance their writing and make it relevant. * Some people need to create an alternative or fantastic reality in order to survive their cruel reality. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **ESSENTIAL QUESTIONS** |
| * In what ways is honor evident in the Hispanic/Latino culture today? * What are the benefits of improving your written communication? * What is the function of rhetoric in our lives? * How are poems and our feelings related? * What tools can an author use to make their writing relevant? * Why is making an alternative or fantastic reality necessary for many people in Latin America? |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **KNOWLEDGE AND SKILLS** |
| |  |  |  |  | | --- | --- | --- | --- | | **Students will know…** | | **Students will be able to…** | | | ·         The difference between a play a short story and a novel.  ·         The importance of Federico García Lorca in Spanish and Latin American literature.  ·         The components of a classical tragedy.  ·         The difference between main and secondary characters.  ·         The importance of honor in Spanish literature.  ·         The plot of the play Bodas de Sangre.  ·         García Lorca’s style.  ·         What literary devices García Lorca used.  ·         The purpose of literary devices in the play.  ·         The format of a thematic essay.  ·         The rules for the written accent in Spanish.  ·         The classification of words in Spanish.  ·         What a diphthong is, as well as a hiatus.  ·         How to write more accurately.  ·         How to communicate better in written form.  ·         How to analyze the meaning and content of a poem.  ·         Identify literary devices in a poem.  ·         The components of the style/movement of magic realism in Latin America.  ·         Authors who write in the style of magic realism.  ·         Works from these authors.  ·         Information about the political atmosphere in Latin America at the time these authors wrote.  ·         The common themes present in this style of writing.  ·         The difference between classic and modern literature.  ·         Some of the main differences and similarities between Isable Allende and Gabriel García Márquez.  ·         The arguments of all literary works read and discussed in class. | ·         Recognize the different literary genres.  ·         Discuss some of the qualities of classical Spanish tragedies.  ·         Learn about the life and work of Federico García Lorca.  ·         Recognize the elements of a play.  ·         Read Bodas de Sangre by Federico García Lorca.  ·         Categorize the characters in primary and secondary characters.  ·         Paraphrase the argument of the play.  ·         Analyze the prevalent theme of honor.  ·         Discuss the main conflict of the play.  ·         Critique Garcia Lorcas’s style including the use of poetry and lack of proper nouns.  ·         Analyze the symbols included in the narration.  ·         Define and learn the function of some literary devices.  ·         Identify literary devices in the play.  ·         Respond to an oral exam about the play.  ·         Write a thematic Essay.  ·         Classify the words in agudas, llanas esdrujulas, and sobresdrújulas.  ·         Divide in syllables and identify the stressed syllable.  ·         Identify a “diptongo” (diphthong) and a hiato (hiatus).  ·         Write adequately, including accent marks.  ·         Improve their written communication.  ·         Read the poems Si eres bueno, by Amado Nervo and Triolet by Manuel González Prada.  ·         Read the classical poems Coplas de la muerte de su padre by Jorge Manrique and La vida es sueño by Calderón de la Barca.  ·         Analyze the content and theme of the poems.  ·         Identify literary devices in the poem.  ·         Study the life of and work of Gabriel García Márquez and Isabel Allende.  ·         Define the movement of Magic Realism and discuss its origins and impact in Latin America.  ·         Identify prominent qualities of this movement.  ·         Read a fragment of El amor en los tiempos del Cólera and La casa de los espíritus.  ·         Analyze the fragments and describe the style of the authors.  ·         Read and analyze the short stories, Un día de estos and La siesta del martes.  ·         Understand the intentions of the author, García Márquez and his political agenda.  ·         Research the political atmosphere in South Amer at the time the narrations were written. | | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **STAGE TWO** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **PERFORMANCE TASKS** |
| **Title:**Presentational  a.       Students in pairs will write an alternative ending to the play Bodas de Sangre as well as a new title. They must write the ending in a play format. The pair will present their ending to the rest of the class in the form of a power point, prezi, dramatization or video. Other students will assist the pair in their presentation.  b.      Write a thematic essay about one of the main themes of the play. Use some guided questions to organize their essay. Write and submit an outline of their essay prior to writing it.      **Title:**Interpretive  The students will read a poem and identify the literary devices and theme of the poem. Then the students will pick a song from a list of songs and identify the theme, as well as the intention of the author and then identify and explain the literary devices.    **Title:**Interpersonal  Role Playing  In pairs students will assume the role of one of the characters of one of the magic realism stories or fragments from Gabriel García Márquez read in class. Each student must assume a role from a different story. Students will have a 3 to 5 minutes conversation discussing the events that took place in the respective narration. They must maintain the personality of the character as well as their attitude. In their conversation they need to include one of the political aspects presented by the author. Students must record the conversation in a digital recorder or google voice mail. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **OTHER EVIDENCE** |
| * Vocabulary quizzes * Comprehension quizzes * Practice Workbook Pages and other worksheets * Cooperative learning projects * Question-and-Answer * Think-Pair-Share * The Literature Pyramid * Concept Mapping * Videos * Entrance/Exit Tickets * Formative Assessments (White board activities) |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **STAGE THREE** |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **LEARNING ACTIVITIES** |
| **WEEK 1**  Introduce the Unit theme and use brainstorm activity. What do you know?  Introduce the biography of Federico García Lorca. Learn facts about classical Spanish literature with an emphasis in tragedies. Understand that Bodas de Sangre is part of a trilogy.  Read the list of characters and their description.  Begin reading the play in a dramatized way.  **WEEK 2**  Continue to read the play.  Make reference to the development of the plot, as well as the main theme of honor.  **WEEK 3**  Finish reading the play.  Identify events that change the course of the narration and foreshadow the tragic events that will follow. Discuss the main theme and secondary themes of the play.  **WEEK 4**  Analyze the symbolisms some the characters and objects have.  Study the meaning of some literary devices and their possible uses.  Apply the skill of identifying the literary devices and their purpose in the narration.  **WEEK 5**  Respond to an oral exam on the play.  Apply the skill of identifying the literary devices and their purpose in the narration  Group Presentational Assessment: Alternative ending and title. Present to the rest of the class.  **WEEK 6**  Group Presentational Assessment: Alternative ending and title. Present to the rest of the class.  Work on the thematic essay outline (using some guided thematic questions).  **WEEK 7**  Individual Presentational assessment: Write a thematic essay on the play.  **WEEK 8**  Divide words into syllables. Identify the stressed syllable.  Classify the words between aguda, llana esdrújula and sobresdrújula.  **WEEK 9**  Quarterly Exams  Divide words into syllables. Identify the stressed syllable.  Classify the words between aguda, llana, esdrújula and sobresdrújula.  **Week 10**  Learn and apply the written accent rules in Spanish.  Classify the vowels and identify the diphthongs and a hiatus.  **Week 11**  Read poetry from classical Spanish poets.  Analyze the content of the poems and the meaning.  Identify literary devices in the poems.  **Week 12**  Study and research the elements of magic realism.  Identify prominent authors on the field.  Study the life and works of Isabel Allende and Gabriel García Márquez.  **Week 13**  Read an excerpt of La casa de los espíritus.  Discuss Isabel Allende’s style of writing.  **Week 14**  Read an excerpt of Amor en los tiempos del cólera.  Discuss Gabriel García Márquez style of writing.  Compare and contrast the two excerpts.  **Week 15**  Read the short story La siesta del Martes by García Márquez.  Examine the story to identify traits of magic realism.  Discuss the social critique the author is conveying.  **Week 16**  Read the short story Un día de estos by García Márquez.  Examine the story to identify traits of magic realism.  Discuss the sociopolitical critique the author is conveying. |

|  |
| --- |
| **Unit Name: CP Hisp 2 Mini-Unit 5: El Arte Hispano y Latino  Author: Obed Perez** |
| **SET-UP** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: | **Grade 11** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Egg Harbor Township HS** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT SUMMARY** |
| Students will be exploring the history, lives, and artistic styles of famous and influential artists from Spain and Latin America. They will discuss the personal, political, and cultural influences in these artists' works of art and styles, and will be ultimately anazlying other works and creating their own work of art that represents themselves and their influences. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT RESOURCES** |
| **Printed Materials:**  El Español para Nosotros (Glencoe) |
| **Resources:**  Frida (movie) |
| **Internet Resource Links:** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **STAGE ONE** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| Standard State: NJ  7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.  7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.  7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.  7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.  7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.  7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.  7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.  7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.  7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.  7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.  7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNDERSTANDINGS** |
| Students will understand that:   1. The lives, history, politics, and culture of the studied artists have directly infuenced the styles and subjects of their works of art. 2. Many artists must face adversity and must persevere through it in order to become a successful artist. 3. Having a knowledge about art and its history gives me a better understanding of the world and is beneficial in furthering my education. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **ESSENTIAL QUESTIONS** |
| 1. What relevance or importance does classical art have for us today? 2. What makes a painting significant enough to be remembered and studied in present day? 3. What can I learn from the perseverance of many artists during their difficult beginnings as artists? |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **KNOWLEDGE AND SKILLS** |
| **Students will know:**   1. Vocabulary pertaining to art: materials, styles, descriptive adjectives. 2. Specific famous and influential artists, their life histories, and their accomplishments (Diego Velazquez, Fransisco Goya, Pablo Picasso, Jose Clemente Orozco, Diego Rivera, Frida Kahlo). 3. Works of art by the studied artists, as well as their styles and themes. 4. Irregular preterit tense. 5. Imperfect tense. 6. Biographical facts, influences, and styles of Frida Kahlo. 7. Minimal vocabulary pertaining to music styles, as well as comparative terms.     **Students will be able to:**   1. Recognize and discuss classical as well as contemporary Hispanic and Latin American artists and their respective styles. 2. Use artistic terms to describe paintings and different works of art. 3. Analyze well-known murals and paintings of the artists being studied. 4. Consider style, theme, and political or historical conditions from each piece of art. 5. Discuss perseverance as a tool to succeed as an artist. 6. Talk about and differentiate between repeated past actions and occurrences without definitive endings versus completed actions and occurrences in relation to the artists and their works. 7. Discuss and created a timeline of the life of Frida Kahlo, using her self- portraits as a reference. 8. Watch the movie Frida and compare it to biographical facts about her life and influences of her works of art. 9. Relate and compare or contrast music styles to art and the manners in which both are created. 10. Go to a museum and actually view an exhibit of a real artist's work and analyze or discuss the art and artist. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **STAGE TWO** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **PERFORMANCE TASKS** |
| **Title:**Presentational Assessment   Su estilo y mio:  After reading biographies about each artist, choose a painting and write a short essay describing the style, theme, and political intent or message by the artist.  Following the example of Frida Kahlo, create your own self portrait in which you display a specific and influential  time in your life (or make it up, if you need to). Your portrait can be in your own artistic style, even abstract, as long as you can represent yourself. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **OTHER EVIDENCE** |
| * Vocabulary quizzes * Comprehension quizzes * Practice Workbook Pages and other worksheets * Cooperative learning projects * Question-and-Answer * Think-Pair-Share * The Literature Pyramid * Concept Mapping * Videos * Entrance/Exit Tickets * Formative Assessments (White board activities) |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **STAGE THREE** |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **LEARNING ACTIVITIES** |
| **Week 1**  Students will survey some Spanish art by prominent classical artists.  They will read biographical information on each of the artist and observe some of their paintings.  Power point slides on the paintings will be used.  Students will discuss the theme of each painting as well as the time period.  They will identify the style of each artist between figurative or abstract. They will also discuss the style in general.  They will study Diego Velázquez and Francisco Goya.  **Week 2**  Students will continue their survey of some Spanish art by classical artists.  They will read biographical information on Pablo Picasso and observe some of his paintings.  Power point slides on the paintings will be used.  Students will discuss the theme of each painting as well as the time period.  They will identify his abstract style of cubism.  They will compare his versions of the classical painting Las meninas from Velázquez to the original.  **Week 3**  Students will study the life and works of two modern Mexican muralists José Clemente Orozco and Diego Rivera.  They will read biographical information on them.  Power point slides on the paintings will be used.  Critique some of their murals with an emphasis on their political propaganda.  **Week 4**  Study the life and work of the famous painter Frida Kahlo.  Focused on the struggles she overcame as human being and artist.  Describe the artist’s style.  Watch the movie on her life.  Presentational Assessment: Choose between writing a critique of a painting on one of the artists or drawing a self-portrait.    **Week 5**  Finish watching the movie of Frida Kahlo  Quarterly Exam |

**Curriculum Resources - Differentiated Instruction**

**Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions  
Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

**English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)  
[www.nj.gov/education/bilingual/pd/**fabric**/**fabric**.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students  
<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

**Gifted and Talented Interventions in Regular Education**

*Resources:*Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page  
<http://www.hoagiesgifted.org/programs.htm>

**21st Century Learning**

*Resources:*Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)  
<http://www.nj.gov/education/cte/hl/CRP.pdf>