

Course Title – Spanish 4

Implement start year – 2015-2016

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Unit 4 Immigration: Reality vs. Illusion

Transfer Goal – Students will be able to independently use their learning to analyze and discuss the immigration of Spanish-speaking people into the U.S.

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)

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

21st 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

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> – America is considered the land of opportunity by those who hope for a better life, but immigrants are often disappointed by reality.</p> <p><i>EU 2</i> - in order to react or express emotion about the past one must frequently use the imperfect subjunctive and pluperfect subjunctive tenses.</p> <p><i>EU 3</i> – cause and effect are intrinsically tied to the use of imperfect subjunctive, pluperfect subjunctive, and the conditional tenses.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is so appealing about living in America? • For whom is America the land of opportunity? • Is America still the land of opportunity? To what extent? • What realities disappoint immigrants in America? • In the past what has caused people to leave their country? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How have your emotions affected your reactions in the past? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can cause / effect be expressed clearly using imperfect, perfect subjunctive, or conditional tense?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • reasons why immigrants may come to this country. • what kinds of experiences immigrants may have. • how the physical journey to the U.S. may differ among immigrants <p><i>EU 2</i></p> <ul style="list-style-type: none"> • how to form the imperfect subjunctive and pluperfect subjunctive conjugations. • which verbs require use of a past subjunctive. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • how to express conditional if clauses. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • list reasons why immigrants may have left their country. • explain the journey some immigrants may have experienced. • discuss what immigrants may have encountered upon their arrival in America. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • express emotion or react to the past using conditional and subjunctive tenses. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • express what would or could have happened if circumstances were different.

Stage 2 – Assessment Evidence

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

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

- vocabulary tests and quizzes (from documentary film *Which Way Home* and/or the film *El Norte*)
- comprehension assessments for short story *Cajas de Cartón*
- activators and summarizers, e.g. students' experiences with those from other countries, questions ("If you were forced to live in a Spanish-speaking country, what difficulties would you encounter?")
- reaction piece to short story and/or film
- class debates and discussions relating to the topic of immigration
- creative writing assessments for the topic of immigration

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 complete grammar activities relating to imperfect subjunctive and pluperfect subjunctive from *Repaso*. (A)
- Students will complete grammar activities relating to if clauses from *Repaso*. (A)
- Students will read the story *Cajas de Carton* in the book *Album*. (A)
- Students will view either the film *Which Way Home* or *El Norte*. (A)
- Students will answer comprehension questions for the either the film *Which Way Home* or *El Norte*. (A)
- Students will discuss various literary conventions from the story *Cajas de Cartón*. (M)
- Students will discuss the symbolism of the cardboard boxes in the story *Cajas de Cartón*. (M)
- Students will engage in class debates on immigration. (M,T)
- Students will participate in a class discussion relating to the story (M)
- Students will read a Spanish language newspaper article dealing with immigration and summarize it for the class. (M)
- Students will create a graphic organizer listing the illusions and realities of life in the U.S. according to Rosa and Enrique in the movie *El Norte*. (M)
- Students will write an editorial based on personal opinions regarding immigration in the U.S. (T)

Suggested materials and videos:

Cajas de Cartón - Album (2005) or other topically related reading
film *Which Way Home*
film *El Norte* or other topically related films.
grammar activities from *Repaso*

Additional suggested materials:

La Catrina: el ultimo secreto