Summit Public Schools
Summit, New Jersey
Grade Level: 9-12 / Content Area: Heritage Spanish 1
Length of Course: Full year

Curriculum

Course Description:

Heritage Spanish I is a course designed for students that have grown up with Spanish as a home language. The curriculum is student-centered, communicative and proficiency based. It includes a wide variety of literature and presents authentic language in context, including cultural perspectives and addresses all four basic language skills.

The curriculum leads students to connect their learning to the community in which they live, and helps them to see the relationship between language, community and future careers.

Heritage speakers may speak and understand Spanish with a great deal of fluency; however, they frequently need additional practice to improve their reading and writing skills. The Spanish Heritage I course will provide students with the needed support to fully develop their Spanish linguistic ability and advance to Advanced Placement and Honors classes at an accelerated rate of study.

Heritage speakers reflect a large range of varying literacy skills in Spanish, requiring constant differentiation and modifications to fulfill the needs of each student as they progress through the curriculum.

Unit 1: ¡Viva la juventud!

7.1 World Languages Intermediate High by the End of Grade 12

Interpretive Mode of Communication Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Interpersonal Mode of Communication Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Presentational Mode of Communication Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Big Ideas: Coming of age in different cultures and historical eras.
In this unit students will explore the value of cultural traditions and cultural pride and how both influence a person's identity as seen in different texts from the perspective of teenagers. They will also learn about different artistic mediums (short story, poem, paintings, murals) to express cultural identity, cultural heritage and cultural pride.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What information can a family picture provide? What kinds of things might a family be doing in a family picture? 2. What is "pride?" How might someone show pride? 3. How can we use our own cultural experiences to enrich our writing and ourselves?	Students will understand that: 1. Biography, autobiography, short stories, poems, and pictorial art can be used to learn about others' experiences and connect them to our own. 2. The richness of human experience can be expressed in a variety of modalities.

4. Why is art important to life? 5. What is the purpose of a mural? 6. How do I format an informal email in Spanish?	3. Cultural pride can be achieved by accepting and sharing our own cultural experiences 4. Art (literature or pictorial art) gives meaning to our lives and helps us understand our world. It also helps to preserve culture. 5. Murals also act as collective thought spaces. They can create dialogue around a subject or community issue through what they depict. 6. Spanish emails follow a slightly different format in Spanish and you must learned some basic greetings and closings to start and end the email
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for	**Instructional Focus:** In the target language students will be able to: ● Narrate experiences from the past. ● Differentiate between biography and autobiography. ● Identify 5 important elements of a short story: Characters, Setting, Conflict, Theme Plot. ● Enrich their Spanish vocabulary through their assigned readings in context. ● Learn about the work and lives of Mexican-Americans Gary Soto and Carmen Lomas Garza. ● Identify the definition of a mural and the purpose of murals ● Use appropriate greetings and closing for informal email replies. ● Write an informal email **Unit Readings and other resources:** 1. Gary Soto, short story, "Primero de Secundaria"

participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

7.1.IH.B.5
Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

7.1.IH.B.6
Use language in a variety of settings to further personal and/or academic goals.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.

2. Gary Soto, poem, "Narajas" (opcional)
3. Francisco Jimenez, "Cajas de cartón"
4. Tomás Rivera, "y no se lo tragó la tierra" "La noche buena"
5. Norma Elia Cantú, memory "Canícula"

Art:

1. Carmen Lomas Garza, paintings from the collection "En mi Familia"
2. Diego Rivera, "Caña de azúcar" 1931, "Campesinos" 1931, "El portador de flores" 1935

Film:

1. Cesar Chavez, Netflix movie

Instructional Strategies:

Interpretive:

1. Activate prior knowledge: Show a painting from "En mi familia" that represents the theme of a family practice and students will describe it and connect to personal experiences
2. Chalk Talk: Post a question related to "Primero de secundaria" and students write their reaction.
3. Close Reading of "Primero de secundaria". As we read aloud I will model how to analyze a text or how to ask questions when engaging with a text and annotate it.
4. Marking the text: Highlight in different colors the characters, setting, conflict, key vocabulary as you read.

Interpersonal:

1. Parent interview: Ask 5 questions to a family member asking about cultural traditions in their country
2. After students present about an famous muralist there will be a Q&A session where the class can ask the presenter to elaborate on presented ideas.

CRP12: Work productively in teams while using cultural global competence.	3. Debate: In "Primero de secundaria" is it wrong that Victor lies to Teresa to impress her? **Presentational:** 1. Change of perspective: Retell the poem "Naranjas" from the perspective of the girl. Or/ Retell "Cajas de cartón" from the perspective of Roberto. 2. Create a graphic organizer for "Primero de secundaria" including Characters, setting, conflict, theme and plot. 3. What´s next? In groups write the continuation of the story "Primero de secundaria" 4. Hashtag Summary for "Naranjas" and "Canícula". Provide a # followed by a key word(s) or phrases that summarizes the poem or the memory story. It can also be done for each section/paragraph of the story "Canícula"
Differentiation	**Assessments**
Interdisciplinary Connections ● **Art:** Paintings by Carmen Lomas Garza and murals by Diego Rivera **Technology Integration** ● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Newsela, Quizlet and Youtube **Media Literacy Integration** ● Analyze texts for theme, purpose and tone, and inferences. **Global Perspectives** ● Students will learn about Christmas traditions in Mexico	**Sample Assessments:** **<u>Formative:</u>** ● Do nows and exit tickets ● Visual representations to demonstrate understanding of a concepts and reading selections ● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet.. ● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have ● Turn and talk: Students work in pairs to explain or give examples of what they learned during class. **<u>Summative:</u>** 1. Reading comprehension Assessments of Unit Readings

2. Free response question: Text explanation: Explain the development of the theme of interpersonal relationships in either "Primero de secundaria" or "Naranjas" by Gary Soto (AP Lit style question)
3. Free response question: Read the selection "Canícula" and study the painting. Then compare the theme of family traditions in both works.
4. Email reply: Write an email to Victor from "Primero de secundaria" telling him what to do when he meets Teresa at the library. Should he tell her the truth?
5. Project: Presentation about a famous muralist of Hispanic origin (i.e. Yehimi Cambrón, David Alfaro Siqueiros...)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need
Audio books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Texts and Resources:

1. Nuevas Vistas (Advanced Spanish / Curso Uno)
2. Elia Cantú, Norma "Canícula" *Lecturas para hispanohablantes* McDougal Littell 2003
3. Lomas Garza, Carmen *En mi familia* New York: Children´s Booke Press, 2005
4. https://www.leeandlow.com/uploads/loaded_document/405/In_My_Family_Teacher_s_Guide_2017.pdf
5. https://santamariaweb.org/en/naranjas

Unit 2: La presencia de los animales en nuestras vidas.

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Big Ideas: How do man and animal help and hinder each other?

Animals help humans in so many ways, from professional support (as guide dogs for the blind or as therapy dogs) or offering us love and companionship in our daily lives. In this unit we will explore this relationship as seen in literature and we will also discuss how humans can help protect animals from neglect, abuse and even extinction.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does our environment impact our daily life? 2. How do animals enrich human life? 3. What effect do we have in our environment and on the lives of animals sharing our planet? 4. Is man's impact on the environment a XXI century issue? 5. How do I format and formal email in Spanish? 6. How can words help me present a stronger argument?	Students will understand that: 1. Literature can carry messages that influence human thinking. 2. The way in which we treat our surroundings, our fellow humans and animals can have a positive or negative impact in our own lives. 3. Learning about other countries' relationship with nature can influence how we relate to nature. 4. A short story can serve as a way to send an ideological message or inspire people to action 5. Emails in Spanish have a slightly different format and you must learn

	specific greetings and closing to write an effective email. 6. Use transition words to connect your ideas and arguments
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. 7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.	**Instructional Focus:** In the target culture students will be able to: 1. Learn to use context clues to understand underlying messages in short stories. 2. Learn to write an effective description using the five senses. 3. Identify the use of comparison and contrast. 4. Identify plot, characterization, point of view, irony, exposition, rising action, climax, falling action and conclusion in a short story 5. Use formal greetings and closing in an email. 6. Write a formal email. 7. Use transition words in a persuasive presentation and formal email **Unit Readings and other resources:** 1. Horacio Quiroga, short story "La guerra de los yacarés" 2. Juan Ramon Jimenez, selections from "Platero y yo" 3. Sabine Ulibarrí, short story "Mi caballo mago" 4. Julio Cortazar "Axolotl" Infograph: Ambystoma mexicanum Youtube videos: ● El origen de los Axolotl ● **¿Qué pasa con los ajolotes?** ● **Testeo en animales** Short film: "Ella o yo"

	Art: Paintings by Joaquin Sorolla (cuadros costumbristas) Film: "Diecisiete" on Netflix
Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	**Instructional Strategies:** **Interpretative:** ● After viewing "Testeo en animales" find items in your home with the bunny logo and take a selfie with the item to share in class. ● Create a graphic organizer for one of the stories in which you identify the plot, characterization, point of view, irony, exposition, rising action, climax, falling action and conclusion in a short story ● Sequencing a text: Provide students with a text ("La guerra de los yacarés" or "Mi caballo mago") divided into sections and have them place the sections in the most logical order. **Interpersonal:** ● Debate: For or against using animals in laboratories for testing new drugs ● Role play: Students will recreate the conversation between the old yacaré and the surubí after they win the last battle ● Write an email to your favorite body wash company asking them to not test their product on animals. **Presentational:** ● Create a comic to illustrate the story "La guerra de los yacacrés" ● Multimedia Presentation about animals that work for the benefit of humans ● Research and present what we do in the US to protect animals from abuse

Differentiation	Assessments
Interdisciplinary Connections - ● Art: Paintings by Joaquin Sorolla ● Science: Animal rights **Technology Integration** ● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Newsela, Quizizz, Quizlet and Youtube **Media Literacy Integration** ● Students will explore, analyze and interpret information from authentic video, audio and print resources about animal rights and the relationship of humans and animals ● Analyze a Newsela article for theme, purpose and tone, and inferences. **Global Perspectives** ● Students will understand how the actions of individuals can affect the lives and well being of others (humans or animal) around the world. ● Students will research what young activists in Latin America are doing to advocate for animal rights.	**Sample Assessments:** **Formative:** ● Do nows and exit tickets ● Visual representations to demonstrate understanding of a concepts and reading selections ● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet.. ● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have ● Turn and talk: Students work in pairs to explain or give examples of what they learned during class. **Summative:** 1. Reading comprehension assessments of all readings 2. Oral presentation: Give a 2-minute persuasive oral presentation to your parents in which you try to convince them to allow you to have a pet at home. 3. Email reply: Respond to a formal email asking your opinion on animal testing 4. Text explanation: Explain the development of the theme the individual in his or her environment in one of our assigned reading selections from this unit. 5. Text and Art comparison: Read the selection from "Mi caballo mago" amd study the painting "El baño del caballo. Then, compare the representation of nature in both works and the relationship of nature to humans.
Supports for English Language Learners	

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need
Audio books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading

	mapping		

Texts and Resources:

1. Nuevas Vistas (Advanced Spanish /Curso Uno)
2. "La guerra de los yacarés", Horacio Quiroga LA GUERRA DE LOS YACARES – Horacio Quiroga (1878 – 1937) En un río muy grande, en un país desierto donde nunca había esta
3. Platero y yo, Juan Ramon Jimenez Estampas de Platero y yo
4. Julio Cortazar, "Axolotl"
   Axolotl - Julio Cortázar
5. "Mi caballo mago" por Sabine Ulibarrí
   Mi caballo mago

Unit 3: Fábulas y leyendas

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Big ideas: Fables, legends and traditional stories as culture.

People still read myths and legends today because they often convey timeless and universal themes, which are relevant both in the art of storytelling and in portraying the human experience. Myths and legends also give insight into the values and perspectives of long gone cultures. Their stories offer clues to how these people lived and what kind of societies they inhabited. For this reason, myths and legends can also show what was different about human life when these stories originated and what has stayed the same.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is a fable? 2. What is a legend? 3. What is a folktale? 4. What is a myth? 5. What do fables, legends, folktales and myths contribute to Hispanic culture? 6. What does the interpretation and understanding of fables, legends and folktales teach us? 7. What stories do we carry from our Hispanic upbringing that we can share with each other?	Students will understand that: 1. The different literary modalities studied in this unit have specific traits that identify them. 2. Hispanic culture is extremely rich in this aspect. 3. There are multiple connections among Spanish speaking countries in regards to legends and folktales. 4. The differences that can be found in specific countries in regards to story details come from the history and background of those countries. 5. The stories that students grew up with in their households are to be treasured and appreciated. 6. Understanding the messages found in the stories can teach important life lessons. 7. It is important to protect the cultural heritage of the Americas as presented in the oral traditions.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Examples, Outcomes, Assessments**
7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.	**Instructional Focus:** In the target language students will be able to: ● Make predictions based on previous knowledge. ● Identify cause and effect ● Enrich their Spanish vocabulary through their assigned readings in context.

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. 7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.	● Learn about traditional stories and their transmission through word of mouth. ● Understand the importance of tradition for the preservation of culture. **Unit readings and other resources:** 1. Antonio Landaura " La puerta del infierno" 2. Ciro Alegria " Gueso y Pellejo" 3. Don Juan Manuel, "Exemplo XXXV: "De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava" en *El conde Lucanor* Short film: "La encrucijada" Article: ¿Qué es un volcán? Newsela **Instructional Strategies:** **Interpretative:** ● Complete a graphic organizer identifying the cause and effect of actions we see in "La puerta del infierno" ● Sentence unpacking: Have students break down a sentence(s) from Exemplo XXV of *El conde Lucanor* into component parts, or reorganice the parts of the sentence to a structure that is easier to understand. OR Rewrite a paragraph in modern Spanish. ● Students write two literal questions and one inferential question to ask about a text being read aloud in class. **Interpersonal:** ● Write an email to don Juan Manuel about your thoughts on his depiction of marriage in his Exemplo XXXV ● Discussion board: Use an online discussion board to pose a
Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions.	

CRP6: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	questions. Ask students to respond to the questions and to their classmates´s responses. ● Interview a classmate about a myth or urban legend they hold to be true and try to convince them that it is not. **Presentational:** ● Students wil create a comic about the story "Gueso and pellejo" ● Students will write their own original fable, myth, legend or folktale. ● Write an alternate ending to "La puerta del infierno"
Differentiation	**Assessments**
Interdisciplinary Connections - ● Art: Painting comparison to reading selection ● Science: A look at all the volcanoes in El Salvador **Technology Integration** ● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube and online textbook **Media Literacy Integration** ● Students will explore, analyze and interpret information from authentic video, audio and print resources. ● Analyze an article "¿Qué es un volcán? from Newsela about volcanos for theme, purpose and tone, and inferences. **Global Perspectives:** ● Students will explore how different cultures in Latin America have	**Sample Assessment** **Formative:** ● Do nows and exit tickets ● Visual representations to demonstrate understanding of a concepts and reading selections ● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet.. ● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have ● Turn and talk: Students work in pairs to explain or give examples of what they learned during class. **Summative:** 1. Reading comprehension assessments for all assign readings. 2. Email reply: Respond to an email from your friend Juan who plans to rob a local Quickcheck. Give him advice against it based on the lessons learned in the legend "La

created stories to explain natural phenomena.	puerta del infierno" and the short film "Encrucijada" 3. Text analysis: Explain the development of the theme of greed in the "La puerta del infierno" 4. Text and art comparison: Read the selection from Exemplo XXXV of *El conde Lucanor* and study the painting "Women in the kitchen-tacuinum Sanitatis". The compare the representation of women in both works. 5. Multimedia presentation project: A legend from my country. Include: map with the region of origin of the legend, images to accompany the legend, explain the legend and its meaning.
Supports for English Language Learners	
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Intervention Strategies	

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need
Audio books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Texts and Resources:

1. "La puerta del infierno" and "Gueso and pellejo" are found in Nuevas Vistas (Advanced Spanish /Curso Uno)
2. Painting "Women in the kitchen"

Previous The Medieval Housewife with Toni Mount

3. Cuento XXXV -El conde Lucanor - Juan Manuel

Unit 4: Dentro del corazón

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Big Ideas: Overcoming life's obstacles and finding inner strength through the arts. Both in literature and in painting human beings are the predominant theme. In order to present them as veridical and credible, the artist has to have a knowledge of emotions and their expressions. Writing is arguably the most fluid way of expressing emotion, thought, personality, and wit. This traditional literary structure includes common moods, styles, or emotions as a reflection of the culture of the time period. Artists create art that conveys to us how they think and feel about things. Artists use different lines, shapes, and colors to express their feelings. Every artist chooses their own colors, lines and shapes that are meaningful for them.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How do we deal with obstacles and difficulties in life? 2. What can art teach us about ourselves and the world? 3. What is "drama"? 4. What elements does "drama: use to convey feelings in an audience?	Students will understand that: 1. There are many identifiable elements or literary resources used in writing and performing a play (argumento, trama, exposicion, conflicto, climax, utileria, atmosfera, acotaciones escenicas) 2. Writers express themselves and their emotions though the writing and painting process. 3. Visual art can have a big impact on people and speak to them based on their experiences. 4. Expressing oneself through art can often produce catharsis and act as a healing element.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. 7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.	Instructional Focus: In the target language students will be able to: ● Identify the literary resources of drama (argumento, trama, exposicion, conflicto, climax, utileria, atmosfera, acotaciones escenicas). ● Identify the 3 elements of classic theater (Unidad de espacio, tiempo y acción) ● Identify literary resources and themes to describe a poem from the Romantic period. ● Identify the tools, colors, techniques and background of the 6 painters studied in class. ● Identify, and describe paintings and style of 6 painters from Spain (El greco, Velazquez, Goya, Sorolla, Picasso, and Dalí) using the correct vocabulary **Unit readings:** 1. Gustavo Adolfo Becquer, Rima LIII "Volverán las oscuras golondrinas" (poem) 2. José de Espronceda, "La canción del pirata" 3. Serafin y Joaquin Alvarez Quintero, "Mañana de sol" (Drama) **Art:** Art by El greco, Velazquez, Goya, Sorolla, Picasso, and Dalí **Song:** "Salvador Dalí" by Mecano **Instructional Strategies:** **Interpretative:**

Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	● As we read the poems students will use highlighters and annotate to identify the poetic resources used in the poem. ● Students will draw images next to each stanza of both poems analyzed in class. ● Students will break down the first stanza of Rima LIII ("Canción del pirata") into component parts, or reorganize the parts of the sentence to a structure that is easier to understand. Same can be done for "Canción del pirata" **Interpersonal:** ● Students will debate whether the characters should tell each other the truth. ● Students will present one painting by one of the 6 studied painters in class. After each presentation there will be a Q&A session where hte class can ask the presenter questions to clarify or get the presenter to elaborate on presented ideas. **Presentational:** ● Student will act out the play in class. ● Students will write the next scene "Mañana de sol"of the encounter of the main characters the next day at the park and present to the class. ● Students will describe a painting by one of the 6 painters to the class using the appropriate vocabulary related to art.
Differentiation	**Assessments**
Interdisciplinary Connections ● Art: Students will study 6 painters from Spain. If allowed, students will visit either the museum in princeton or the MOMA in NY.	**Sample Assessments:** **Formative:** ● Do nows and exit tickets ● Visual representations to demonstrate understanding of a concepts and reading selections

Technology Integration

- Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources about painters and chose the most reliable and factual sources for their presentations.
- Analyze paintings, poems and a play for theme, purpose and tone, and inferences.

Global Perspectives

- Students will broaden their global vision by learning about artists from Spain and how their work is recognized and admired all over the world.

- Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet..
- 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have
- Turn and talk: Students work in pairs to explain or give examples of what they learned during class.

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Summative:

1. Reading comprehension assessments of all assigned readings.
2. Email reply: Write the email don Gonzalo writes to doña Laura but she never receives relating the events of the night in which he had to disappear.
3. Text explanation: Explain the development of the theme of personal freedom in "La canción del pirata".
4. Text and Art Comparison: Read the selection (Rima LIII) and study the painting. the compare the representation of the loss of love in both works.
5. Project: Research assigned painter and present a short bio including main works of art produced and style using technology to the class.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Pictures	**Tables**	**In a whole group**
Illustrations	**Graphs**	**Using cooperative group**
Magazines & Newspapers	**Timelines**	**Structures**
Physical activities	**Number lines**	**Internet / Software support**
Videos & Flim		**In the home language**
Broadcasts		**With mentors**
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	**Multi-sensory techniques**	**Modified tasks / expections**
Repeat / confirm directions	**Increase task structure (e.g. directions, checks for understanding, feedback)**	**Differentiated materials**
Permit response via computer or electronic device	**Increase opportunities to engage in active academic responding**	**Individualized assessments tools based on student need**
Audio books	**Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping**	**Modified assessment grading**

Texts and Resources:

1. Rima LIII "Volverán las oscuras golondrinas"

audio: Volverán las oscuras golondrinas - Gustavo Adolfo Bécquer
text and audio: http://www.gavilan.edu/spanish/gaspar/html/4_14.html

2. "La canción del pirata" https://www.culturagenial.com/es/poema-la-cancion-del-pirata-de-jose-de-espronceda/
3. "Mañana de sol" is found in Nuevas Vistas (Advances Spanish / Curso Uno)

Unit 5: Caminos en la poesía.

7.1 World Languages Intermediate High by the End of Grade 12

Interpretive Mode of Communication Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Interpersonal Mode of Communication Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Presentational Mode of Communication Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Big Ideas: Exploring poetry to better understand ourselves and the world around us.

Poetry is a reflection of the human experience. In this unit, we will analyze 5 poems and identify the possible themes and poetic resources the poets use to develop each theme. For each poem, we will connect it to its literary movement and its sociohistorical context.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is poetry? 2. How does poetry convey meaning and emotion? 3. What elements make the reading of poetry effective? 4. What resources does a poet use to effectively express him or herself? 5. Why are we moved by poetry? 6. Why does poetry transcend time and place?	Students will understand that… 1. Poetry can serve as a tool for communicating feelings and ideas. 2. Poetry uses resources such as rhythm, rhyme, sound, images and rhetorical figures to speak to the reader, listener. 3. The correct reading of a poem is important to understand its meaning and emotion. 4. Poetry allows people to share human experiences through imagery in their words. 5. Readers can take away different things from every poem not matter the time and place in which they read it.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Examples, Outcomes, Assessments**
7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	**Instructional Focus:** In the target language students will be able to: ● Identify the poetic resources of such as rhythm, rhyme, images and rhetorical figures. ● Learn to better read poetry aloud. ● Connect a poem to its historical context and/or literary period ● Analyze a poem ● Write their own poem **Unit readings:** 1. Jose Marti, "Versos sencillos" 2. Nicolás Guillén, "La balada de los dos abuelos" 3. Nancy Morejón, "Mujer negra" 4. Pablo Neruda, "La tortuga" "Walking around" Song: "Guantanamera" by Celia Cruz

7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. 7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.	Youtube video: Versos De Marti(Andy Garcia) Possible Film: "The lost city" with Andy Gacia **Instructional Strategies:** **Interpretative:** ● Students will draw images next to each stanza of the poems we read. ● Students will use highlighters to annotate poetic resources in the poems as we read them aloud together ● In groups, students will be assigned to specific stanzas in a poem and asked to explain it to the class.
Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals.	**Interpersonal** ● Students will discuss themes and main ideas of poems with classmates to reach consensus. ● Write an email to the poetic voice in "Walking Around" giving him advice on how to see the city in a different light. ● Students will complete graphic organizers in pairs about each poem. **Presentational** ● Students will illustrate the poems we read in class. ● Students will write their own poem. ● In pairs, students will create hashtag summaries for each stanza of "Walking around". They will use #followed by a key word(s) or phrase that summarizes the section

CRP11: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessements**
Interdisciplinary Connections - ● Poetry: Students will be asked to share knowledge from their English classes as we discuss poetry ● History: Students will learn about the colonization of Cuba and the legacy of slavery **Technology Integration** ● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube **Media Literacy Integration** ● Students will explore, analyze and interpret information from authentic video, audio and print resources about an assigned poet. ● Analyze a poem for theme, purpose and tone, and inferences. **Global Perspectives** ● Students will learn about the impact of the colonization and slavery of Cuba via poetry	**Formative:** ● Do nows and exit tickets ● Visual representations to demonstrate understanding of a concepts and reading selections ● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet.. ● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have. ● Turn and talk: Students work in pairs to explain or give examples of what they learned during class. **Summative:** 1. Reading comprehension assessments of poems. 2. Email reply: Write an email to your school advocating for a poetry contest in the school. Explain your rational, the benefits and how to go about every step of the contest. 3. Text explanation: Explain the development of the theme of identity in the poem "Balada de los dos abuelos" or "Mujer negra" 4. Text and Art comparison: Read the selection "La tortuga" and study the painting. Then, compare the representation of nature in both works. 5. Presentation: Students will chose from a list of poems and will present a structure and theme analysis to the class Optional: Read a poem at OPEN MIC

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need
Audio books	Utilize	Modified

	pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	**assessment grading**	

Texts and Resources:

1. Nuevas Vistas (Advanced Spanish / Curso Uno)
2. Jose Marti, "Yo soy un hombre sincero"
   text and audio: http://www.gavilan.edu/spanish/gaspar/html/4_15.html
   https://prezi.com/mqxpuox62ngc/versos-sencillos-yo-soy-un-hombre-sincero-by-jose-marti/
3. Nicolás Guillén, "La balada de los dos abuelos"
   Untitled
4. Nancy Morejón "Mujer negra"
   Untitled
5. Pablo Neruda, "La tortuga": Pablo Neruda
   "Walking around": Untitled