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

Curriculum

Course Description:

This course is geared to perfecting the linguistic skills of heritage speakers of Spanish that have successfully completed Heritage Spanish 1. Students will be exposed to challenging literary readings representing a variety of Spanish speaking countries and cultures. They will be exposed to a variety of media, such as websites, films, blogs, etc. in order to develop strong media literacy skills. The class will also touch on professional and educational opportunities that connect to the units of study. The class will interact with guest speakers from a variety of countries and professions, both in person and through virtual means. Students will also improve their written skills, sharpen their oral presentational skills, hone interpretational skills and learn to work with peers cooperatively.

The course will give students the needed preparation to enter Advanced Placement Language and Literature classes.

Due to the diversity, personal backgrounds and levels of literacy of the students present in the Spanish Heritage classes, modification and differentiation of instructions will need to be implemented in order to fulfill the individual needs of all students in the program.

Standard 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, and 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.

Unit 1: Esfuerzos heroicos

Big Ideas: What can we learn from the struggles of others?

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What can we learn from difficult times? **How can overcoming adversity mold us into better citizens?** **How can other people's stories help us find our way to success?** **What makes someone a hero?** **What can learn from heroic models?**	Students will understand that… -preparation and motivation can overcome obstacles. -successful people learn to use the support of others and take advantage of opportunities as they move through life. -failure and hardship can mold us into stronger people. -having positive role models is important to achieve success.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.IH.A.3 Compare and contrast the use of verbal and	**Instructional Focus:** 1. comprehend and evaluate written works from different historical periods. 2. reflect on written works and the life lessons of authors being studied. 3. learn to identify main themes in pieces of literature. 4. learn to summarize main ideas in a concise fashion. 5. understand the importance of using correct tone and register in written and spoken communication. 6. learn the importance of correct capitalization in written Spanish communication.

non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information. 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IH.C.3 Use language creatively in writing for a variety of purposes.	7. learn the correct use of "acentos diacriticos" and "dieresis" 8. learn to write effective letters for a variety of reasons (apology, business, appreciation, introduction, cover letter, etc) 9. learn about the past and present history of Spanish-speaking nations. (Cuba) 10. express their point of view appropriately with supporting arguments. **Unit readings:** **1. Rose del Castillo Guilbault "Trabajo de campo"** **2. Sor Juana Ines de la Cruz "Soneto 149"(Pre-AP reading)** **Film:** **"A better life"** **Music:** **"El hielo" La Santa Cecilia** **"Somos mas americanos" Los tigres del norte** **Sample Assessments:** **Formative:** -Students will develop oral comprehension skills by listening to newscasts, short films, short stories and poetry. -Students will summarize written and spoken material in their own words with the aid of graphic organizers. -Students will be exposed to a variety of written communication (letters. email messages etc.) as models for their own writing. -Students will evaluate short articles on current topics as models for their own written expression. -Students will research Hispanic heroes from different time periods, backgrounds and walks of life.

	Summative: 1. Weekly reading / vocabulary / orthography quizzes. 2. Weekly oral comprehension practice. 3. Author posters. 4. Presentations on Hispanic "heroes" 5. Write letters using correct tone, register and capitalization, answering a specific prompt. 6. Use technology to present Hispanic role models to class. **Instructional Strategies:** **Interpretive:** -Students will gather meaning from multiple readings, spoken media, film, songs and internet sources. -Students will demonstrate comprehension by summarizing main ideas. -Students will self and peer edit written work to develop independence and confidence in their own writing. **Interpersonal:** -Students will discuss themes and main ideas with classmates to reach consensus. -Students will work with classmates to research, illustrate and share author posters with the class. -Students will work with partners to summarize main points from readings about Cuba in jigsaw fashion. -Students will create Jeopardy games with classmates based on unit material. **Presentational:** -Students will present a short monologue about Cuba using the Cuban "modismos & regionalismos". -Students will share their hero presentations with the class. -Students will write a well-crafted letter using correct tone, register and capitalization.

	Interdisciplinary Connections: **-History -**In this unit, students will learn about the history of Cuba and its relationship with the US, from independence to the present time. -Art- Students will create author posters (or sculpture, collage, photography etc.) highlighting different types of artistic expression -Science and environment-Students will discuss the dangers of pesticides for migrant agricultural workers during their reading of "Trabajo de campo". **Technology Integration** -Students will use accents and punctuation, including exclamation and interrogation signs in their Chromebooks. -Students will use their Chromebooks to conduct research and share written work with instructor and each other. -Students will use Google Voice to send voice messages to instructor. -Students will use multiple platforms such as Slides, Prezi, Quizlet, StudyBlue, QR Codes etc. **Media Literacy Integration** -Students will conduct research for their hero presentation in the school's Media Center. After exploring their subject through multiple media students will synthesize information to create a documentary style video in the Movie Studio. **Global Perspectives** -Students will research about services and programs available in the US for refugees and for new immigrants. Groups will present a class report after interviewing an organization dealing with immigrant or refugee services (Nuevas Vistas / Curso 2 Pg. 46)

	Culturally Responsive Teaching: -Students will learn about heroes and heroines from a variety of countries being represented in their class. Students will have the opportunity to learn from their parents and family members about the heroes and heroines that they learned about when they attended school in their home countries. Students born outside the Unites States will have the opportunity to introduce a hero from their nationality to the rest of the class.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Texts and Resources:

1. Nuevas Vistas (Advanced Spanish / Curso Dos) Holt, Rinehart and Winston, 2006
2. Sor Juana Ines de la Cruz Biography http://www.biografiasyvidas.com/biografia/j/juana_ines.htm
3. Trabajo de campo https://prezi.com/jrm43-xlruak/trabajo-del-campo/

4. Servicios humanitarios para refugiados, US https://www.uscis.gov/es/programas-humanitarios
5. Articulos por Jorge Ramos http://jorgeramos.com/
6. Ejercicios de tilde diacritica http://www.aprenderespanol.org/ejercicios/gramatica/acentuacion/tilde-diacritica-1
7. Como escribir cartas con diferentes propositos http://comohacerpara.com/modelo-de-una-carta-de-solicitud_9239t.html
8. Uso de las mayusculas en ingles vs espanol http://blog.englishcom.com.mx/escribir-ingles/uso-de-mayusculas/

<table>
<tr><td colspan="2">Standard 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, and 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.</td></tr>
<tr><td colspan="2">Unit 2: Lazos de amistad

Big Ideas: The importance of friendship.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>What role do friendships play in our life?
What impact do friendships have on the person you become?
Are friends always a positive influence?
What does it mean to be a good friend?
Are you a good friend?</td><td>Students will understand that…
-having positive relationships with friends, family and culturally different individuals makes us happier and healthier
-community and friendship are important components to a healthy life.
-it is important to choose friends that have a positive influence in our lives
-being a good friend is rewarding
-honesty is important in our personal relationships.</td></tr>
<tr><td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td><td>Examples, Outcomes, Assessments</td></tr>
<tr><td></td><td rowspan="2">compare their own experiences regarding friendships with the ones expressed in the readings.
reflect on their own roles in friendships.
learn about the history of Mexican-Americans in the US and</td></tr>
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Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</td></tr>
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7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies. 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.6 Use language in a variety of settings to further personal, academic, and career goals. 7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or hat reflect cultural perspectives associated with the target culture(s). 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.	their influence in American culture and language. 4. learn how to identify the following literary elements: argumento, conflictos internos y externos, suspenso, anticipacion, climax, desenlace, narracion retrospectiva, caracterizacion directa e indirecta, ambiente. 5. learn to identify and avoid Anglicism's, cognates, code switching, false cognates and "Spanglish" 6. use the /r/ & /rr/ sounds correctly in oral and written form 7. use of /y/ /ll/ sounds in written form. 8. use previous knowledge to explore the use of diminutives and augmentatives in Spanish, with regional variations. **Unit readings:** **1. Gary Soto "Cadena Rota" "Naranjas"** **2. Gregorio Lopez y Fuente "Una carta a Dios"** **3. Nicolas Guillen "La Muralla"** **Films:** **"Valentin"** **¨Vivir intentando-Bandana¨** **Music:** **"Tu eres mi amigo del alma" Roberto Carlos** **'Nadie como tu" La oreja de Van Gogh** **"Amigos" Juan Luis Guerra** **Sample Assessments:** **Formative:** -Students will take online quizzes to find out how they rate as friends. -Students will report their findings in an email message to instructor.

	-Students will gather examples of Anglicism's from TV, radio, music and the internet to share with class. -Orthography dictations (/r/ vs /rr) **Summative:** 1. Weekly reading / vocabulary / orthography quizzes. 2. Weekly oral comprehension practice. 3. Author posters 4. Graded dictation 5. "Semblanza" about a friend or family member. (Describing the physical aspect. personality traits and achievements of an important person in the student's life. Including what this person means to the student) **Orthography:** -The use of /r/ and /rr/ -The use of /y/ vs. /ll/ -Review: Use of accents **Grammar** -Rules of diminutives and augmentatives and their correct usage, with specific examples from the various countries represented in the class (regionalisms)
	Cultural component: - "Los mexicoamericanos y su influencia en la cultura y el lenguaje de los EE UU." Students will learn about the influence of Mexican-Americans in the US, by guided readings and group research. **Instructional Strategies:** **Interpretative:** -Students will comprehend and summarize reading and film about the contributions of Mexican-Americans to the US. -Students will identify examples of Anglicism use from everyday life. **Interpersonal:**

	-Students will use technology platforms (with partners) to create presentations highlighting the y/ll homophones and share it with the class through Google Classroom. --Students will conduct surveys and gather data from friends and family on their use of Anglicism's, code switching and Spanglish. -With partners, they will create "Constelacion de palabras"(Word constellations) about false cognates, (Pg. 119 NV) **Presentational:** -Students will create author posters in groups and will present them to the class. -Students will write a "semblanza" of a friend that has been important in their life and personal development. (Nuevas Vistas pg. 132/133) -Students will create a video for one of the songs highlighting the main themes of the video. (groups of three) **Interdisciplinary connections** -Students will use their knowledge of English and Spanish to come up with examples of the influence of the Spanish language in the English language. **Technology Integration** -Students will work with partners to create Slide / Prezi presentations with examples of Anglicism's and how to correct them. -Students will become proficient in the use of Google Slides and Classroom. **Media Literacy:** **Life and Career Skills:** -Students will explore "El español en los servicios de auxilio." They will conduct research about professions in their community in which bilingualism is an asset. - Guest speakers will interact with the students and talk about their careers and the importance of being bilingual in their

	professions. (Nurse, doctor, police officer, guidance counselor, etc.) -Students will act out a skit showing how bilingualism can save people's lives in relation to different professions. **Global Perspectives:** -In this unit, students will learn about authors from different Spanish speaking countries. Learning about their lives and how their literature transcended frontiers and language will help students understand the connections and common ground between cultures, countries and people in general. **Culturally Responsive Teaching:** -A high percentage of students in this class come from Mexican families. Exploring the many positive contributions of Mexican-Americans in the US, (in the arts, language, economy etc,) will help them feel pride in their origin and background, especially in a time in which the media puts forth many negative portrayals about their cultural origins. -Students in the Heritage class who are not from Mexican origin will become aware of the influence of Mexican culture in the majority of Spanish speaking countries.
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	Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Texts and Resources:

1. Nuevas Vistas (Advanced Spanish / Curso Dos) Holt, Rinehart and Winston, 2006
2. Tests de amistad
http://www.inolvidables15.com/tests/testdelaamistad.htm
http://www.elmundo.es/happhttp://es.testsworld.net/test-de-la-amistad.htmly-fm/2014/02/06/52f3c75522601dbc2a8b4575.html
http://www.quizony.com/es/bestFriend/index.html
http://es.testsworld.net/test-de-la-amistad.html
3. Anglicismos
http://www.americanismos.com/ejemplos-de-anglicismos
https://www.youtube.com/watch?v=GIMQWXlPuKc
https://www.youtube.com/watch?v=3rtQft_LJeU
4. Homofonos y / ll
http://www.ejercicioslengua.com/2013/01/25/homofonos-con-la-ll-y-la-y-o_111/
5. Nicolas Guillen "La muralla"
http://www.poemas-del-alma.com/nicolas-guillen-la-muralla.htm
https://www.youtube.com/watch?v=QxdWYf0AhbY
http://www.biografiasyvidas.com/biografia/g/guillen_nicolas.htm
6. Gary Soto
http://www.garysoto.com/bio.html
http://www.lahojadearena.com/dos-poemas-de-gary-soto/
7. Gregorio Lopez y Fuentes "Una carta a Dios"
http://ciudadseva.com/texto/una-carta-a-dios/
http://www.buscabiografias.com/biografia/verDetalle/7734/Gregorio%20Lopez%20y%20Fuentes
8. Vivir intentando- Bandana
https://www.youtube.com/watch?v=UxOKgcZaFNo
9. Amigos de Juan Luis Guerra
http://www.musica.com/letras.asp?letra=804670

Standard 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, and 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.	
Unit 3: El frágil medio ambiente **Big Ideas: Ideal places to live and work. Caring for our environment.**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How has literature dealt with environmental issues through the ages ? **How has literature predicted some of the environmental issues we are currently facing?**	Students will understand that… -humans can impact their environment in positive and negative ways. -poets and writers have influenced people's perception of nature through their work. -in today's world environmental issues have global consequences

How can we care for our world? **How do environmental challenges affect our daily lives?** **How does our global economy impact our environment?**	
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
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.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies. 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.6 Use language in a variety of settings to further personal, academic, and	**Instructional Focus:** -distinguish between facts and opinions. -learn about XX century poetry. -gather meaning from different types of writing: essays, short stories and poetry. -talk about nature using comparisons. -learn to identify figurative language in poetry and prose. -use dramatization to express opinions. -learn about environmental challenges in Chile. -conduct research about environmental challenges in their own communities. -write a persuasive essay. -improve oral presentational skills both individually and in groups through regular practice. **Unit readings:** **1. Gabriela Mistral "La fiesta del arbol.** **2. Octavio Paz "Arbol adentro"** **3. Federico Garcia Lorca "Paisaje"** **4. Gabriela Mistral " Meciendo"** **5. Marco Denevi "Las abejas de bronce"** **6. Rosalia de Castro " Dicen que no hablan las plantas"** **Sample Assessments:** **Formative:** -Read, comprehend and summarize the main points in "La fiesta del arbol" essay by Gabriela Mistral.

career goals. 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).	- Brainstorm about the ideal place to live in the style of Mistral's essay. -Gather visuals to prepare a presentation to class about their ideal city. -Identify main themes, commonalities and differences from the poems read. -Write definitions for new vocabulary found in the different readings. -Complete written practices and "cloze" exercises for vocabulary practice as "do-nows", classwork and homework. -Practice themes, comprehension and understanding of "Las abejas de bronce" by teacher-generated Jeopardy game. **Summative:** 1. Weekly reading / vocabulary / orthography / author quizzes. 2. Weekly oral comprehension practice. 3. Graded dictation 4. Individual ideal city presentation to class. 5. Group presentation of student created figurative language examples. 6. Write an individual poem about nature using examples of figurative language. 7. Persuasive essay about the ideal place to live. 8. Group business report. **Cultural Focus:** -Chile: environmental issues. (Reading) -Chile: Student presentation about his native country and his experiences living there. **Orthography:** -Review & Perfect: The use of accents, (palabras, llanas, agudas, esdrujulas y sobreesdrujulas) -Diptongos and hiatos.

	Instructional Strategies: **Interpretive:** -Demonstrate understanding of Mistral's essay by completing True / False exit tickets. -Independent, initial reading of poetry for understanding. -Find definitions for new vocabulary and use them in context to demonstrate comprehension. -Use graphic organizers to identify the common themes and ideas of the poems read. -Take notes on reading dealing with environmental problems in Chile. -Students will complete reading: "Oportunidades en el mercado nacional e internacional" **Interpersonal:** -Pair up and compare graphic organizers with different partners. -Working with two classmates, students will develop a plan for a non-profit company at the local, national or international level. Students will present their final product to the class and elicit their feedback . (NV 2, pg. 188) -Conduct group readings of the poems and give peer feedback on most effective readings and suggestions for improvement. -Work in groups of four to create figurative language presentation. -Create a list of questions you would ask Gabriela Mistral to make sure that you have understood her points of view expressed in "La fiesta del arbol." -Brainstorm ideas in groups of four to deal with the environmental problems found in Chile and in other nations. **Presentational:**

	-Role paly with a classmate (interview) to have a classmate answer the questions from Gabriela Mistral's perspective using a Fishbowl format. -Participate in Socratic Seminar dealing with the themes and ideas found in "Las abejas de bronce" as an entire class. **-**Poetry reading. -Students will present their business plan to the class using Prezi, Google Slides or another presentation platform of their choosing. -Share original poem with class in poster format. **Interdisciplinary Connections -** -Students will interpret charts and statistics in their research. -Students will use art to express themselves. -Students will brainstorm about ideas to counteract some of the environmental problems discussed in the unit such as the decline in bee world population to share with the class. -Discussion: How can citizens or inhabitants improve their country, city or town through political action? -Homework assignment: Find two examples of ordinary citizens and their struggle to improve the environment. -Model article: http://informacionaldesnudo.com/protestas-en-contra-de-la-construccion-de-una-tuberia-sobre-terrenos-sagrados-indigenas-en-north-dakota/ **Technology Integration** **-**Students will use Skype, Google Slides, Prezi, Google Classroom and multiple other platforms. -Students will effectively use accents and the Spanish keyboard for creating documents and presentations in their Chromebooks.

	-Students will be exposed to print media and websites from the Spanish-speaking world and be expected to use those resources for their work in this unit. -Students will conduct Skype interviews with professionals in the profit and non-profit sector. (Director of community outreach, financial planner, police officer, health professional, environmentalist, scientist) **Global Perspectives** -Students will learn about Chile both from readings and from a first hand account, from a classmate and his family. -Students will read articles about global warming and the accumulation of technological refuse and its impact on the world. http://elpais.com/especiales/2015/basura-electronica/ -Discussion: How can citizens or inhabitants improve their country, city or town through political action? -Homework assignment: Find two examples of ordinary citizens and their struggle to improve the environment. -Model article: http://informacionaldesnudo.com/protestas-en-contra-de-la-construccion-de-una-tuberia-sobre-terrenos-sagrados-indigenas-en-north-dakota/ **Culturally Responsive Teaching** -Students will be encouraged to include the information gathered from family members in their writing and presentations. **Life and Career Skills** -Through interaction with professional guest speakers, students will learn about the realities and preparation needed for a variety of careers.
	21st Century Skills:

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): - Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Texts and Resources:

1. Nuevas Vistas, Advanced Spanish, Curso Dos, Holt, Rhinehart and Winston, 2007
2. ¿Que esta pasando con las abejas en el mundo?
http://blogs.elpais.com/alterconsumismo/2015/03/pero-qu%C3%A9-les-est%C3%A1-pasando-a-las-abejas.html
3. Greenpeace España
http://www.greenpeace.org/espana/es/Trabajamos-en/Transgenicos/Abejas/SOS-abejas/
4. Basura tecnologica
http://elpais.com/especiales/2015/basura-electronica/

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Unit four: Las civilizaciones precolombinas y su legado

Big Ideas: Pre-Columbian ideas and traditions have been kept alive through the ages.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How does oral tradition connect generations? **What aspects of culture get passed down through word of mouth?** **What aspects of our current culture will be passed down for future generations?** **How will our current culture be passed down?** **What aspects of culture are worth passing on to new generations?**	Students will understand that… -oral tradition is rich and diverse in the Spanish-speaking world. -safeguarding and valuing oral tradition is important to the enrichment and transfer of culture from one generation to the next. -the importance if keeping in touch with ancestral roots, traditions and past knowledge. -not losing the ability to communicate fully in Spanish when living outside of a Spanish speaking country is a way to keep culture alive for ourselves and future generations.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
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.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics. 7.1.IH.A.7 Infer the meaning of some unfamiliar words or phrases in new formal and informal contexts. 7.1.AL.A.8	Instructional Focus: 1. learning about pre-Columbian civilizations and their legacy. 2. understanding the geographical and historical differences between the Maya, Aztec and Inca civilizations. 3. becoming aware of the troubled history of the Mayas during the XX and XXI centuries. 4. learning about Maya and other pre-Columbian languages currently being spoken in Latin America. (Quechua, Guarani, Aymara etc.) 5. researching about loanwords from indigenous American languages both in English and Spanish. 6. learning about ¨corridos" and their role in the transmission of culture and information.

Analyze elements of the target language that do not have a comparable linguistic element in English. 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other 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.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience. 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.	7. viewing traditional music as a way of keeping culture alive. 8. evaluating a literary text or film 9. learning about the use of accents in verb forms in present, preterite and future tenses. **Unit Readings:** **1. del Popol Vuh (Version de Jorge Luis Arriola)** **2. Tres mitos latinoamericanos (Version de Douglas Gifford)** **3. El corrido de Gregorio Cortez (Version de Americo Paredes)** **Film:** **El norte** **Music:** **Tish Hinojosa ¨Frontejas¨ Album** **Sample Assessments:** **Formative:** -Use StudyBlue.com to create vocabulary flashcards with the extensive myth vocabulary from the different readings. Include visuals. -Create a creation myth with two other students, inspired by the myths studied in the unit. -Create an illustrated version of the Corrido of Gregorio Cortez after listening to the song to demonstrate understanding of the events. **Summative** 1. Weekly vocabulary and reading quizzes. 2. Weekly oral comprehension practice. 3. Write a myth (groups of three students) 4. Dictations (accent use in verbs)

	5. Create a film in the movie studio about the myth. 6. Write an evaluation about one of the readings, film or music selections in the unit. (1 class period) **Instructional Strategies:** **Interpretive:** -Students will demonstrate understanding of unit readings by answering comprehension questions in writing for homework. -Students will show the evidence for their understanding in readings. -Students will back up their ideas in oral communication, short answer and essay form with direct evidence from readings, film or music selections. -Students will identify the correct and incorrect placement of accent in verb tenses **Interpersonal:** -Students will work with partners to practice reading skills. -Students will work with a partner on dictations dealing with accent usage in verb tenses. -Students will work in groups of three to write an original creation myth to share with class, based on the characteristics of the myths studies in the unit. -Students will utilize Movie Studio to create a short movie based on their myth. -Students will work with partners to research American indigenous language still spoken today. -After reading about the historical and current challenges facing the Maya nation, students will be asked to conduct ¨tertulias¨ to brainstorm about possible solutions. **Presentational:** -Students will write an individual evaluation of one of the works covered in the unit.

	-Students will share their ¨Mito" to the class by sharing it on YouTube. -Students will share a five-minute presentation incorporating Prezi or a similar platform about their research on indigenous languages. **Cultural Focus:** -Los Mayas a lo largo de la historia (reading and film about Mayan history) **Orthography:** -The use of accents in verb tenses. **Interdisciplinary connections:** -Students will learn about the relationship between the US and Guatemala in recent history. -Students will explore the contributions made by the Maya, Aztec and Inca in the areas of Mathematics, Astronomy, Medicine and the Arts. -Students will read and learn about the life of Tish Hinojosa, singer, musician, performance artist and scholar. They will learn about her career, music and themes and will look at her professional path as a possible model. http://www.allmusic.com/artist/tish-hinojosa-mn0000601654/biography http://www.musicianguide.com/biographies/1608003803/Tish-Hinojosa.html **Technology Integration** -Chromebook use for creating documents, using correct accents and punctuation in Spanish. -Movie Studio use for the creation of myth movie. -Use of StudyBlue.com, Prezi, Slides, Google Voice, and other digital platforms on an ongoing basis. -Digital communication with students through Google Classroom.

	Media Literacy Integration -Students will explore different blogs and websites dealing with indigenous issues, ex: the Fundacion Rogoberta Menchu Tam http://frmt.org/en/quienesrigobertamenchutum.html -Students will use QR codes to create an informative poster with the different languages that can currently be found in Mexico, Central and South America. **Global Perspectives** -By studying ancient cultures from North, Central and South America, both in the past and in the present times students will enrich their global perspective. **Culturally Responsive Teaching** -Many of the students in the Spanish Heritage II classes will see themselves and their ancestors represented through the cultures that we will study in this unit, leading to a sense of pride and identification with those cultures. -Students will be encouraged to share with the class their knowledge of other American languages besides Spanish and English, or we will invite family members to the class, either in person or in virtual form.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	**21st Century Skills:** **Creativity and Innovation** **Critical Thinking and Problem Solving** **Communication and Collaboration** **Information Literacy** **Media Literacy** **Life and Career Skills** **21st Century Themes (as applies to content area)**

	Financial, Economic, Business, and Entrepreneurial Literacy **Civic Literacy** **Health Literacy** **S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)**

Texts and Resources:
1. Nuevas Vistas, Advanced Spanish, Curso Dos, Holt, Rhinehart and Winston, 2007
2. Rigoberta Menchu Foundation Website
http://frmt.org/en/quienesrigobertamenchutum.html
3. Tish Hinojosa
http://www.musicianguide.com/biographies/1608003803/Tish-Hinojosa.html
http://www.allmusic.com/artist/tish-hinojosa-mn0000601654/biography