

Summit Public Schools
Summit, New Jersey
Content Area: Spanish 5 Honors
ACTFL Proficiency Level: Intermediate High
Length of Course: One year

Curriculum

Course Description:

Students will be engaged in meaningful, motivating, and cognitively challenging work. Students will actively use the target language to develop an understanding of cultural perspectives through experiences with cultural products and practices. Learning will be assessed by a summative task that emphasizes global connections. Instruction based on the goals and standards cited in this curriculum will prepare students to function culturally and linguistically in our global society

Standard 7.1 World languages

All Students will be able to use a world language in addition to English and 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

Big Ideas: *Course Objectives / Content Statement(s)* In the target language, students will explore the following:

- Cultural Identity
- Immigration - a Dirty Word?
- Meeting the challenges of environmental change
- Role Models and Heroes

UNIT 1 - CULTURAL IDENTITY	
Big Idea:	7.1 World Languages NJCCS
<i>Cultural Identity is a product of experiences and relationships that affects our perspective of the world.</i>	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.
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Who am I? How do people perceive me? How do I perceive others?	Students will understand that how we see ourselves and how others view us may be very different. Cultural perspective can enhance or erode our view of another person.
What qualities make a good friend? How do our friends affect our view of the world?	Students will understand that having friends with varying cultural perspectives is essential in developing an understanding of other societies. Friendship is an important part of a person's life. Friends and relationships help shape one's ideas and decisions.
How do I relate to others? Does my behavior correspond with my personality? What is the ideal personality? Is there such a thing?	Students will understand that personality can be defined as a group of characteristics that distinguish one individual from another. Cultural experiences affect a person's personality and can determine the way a person relates with others and confronts the world.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
The following skills and themes listed to	21st Century Skills:

<p>the right should be reflected in the design units and lessons for this course or content area.</p>	<p>Creativity and Innovation Students will Write and recite original poem Prepare for impromptu scenarios that are likely in day-to-day interactions.</p> <p>Critical Thinking and Problem Solving Students will: Prepare for a possible move to another country (job, housing, school)</p> <p>Communication and Collaboration Students will: Communciate with people from Spanish speaking countries through Skype, blogging, notes... Collaboratively create theme-based conversational gambits and participate in impromptu scenarios</p> <p>Information Literacy & Media Literacy Participate in virtual tours of cities, regions, museums to enhance student experiences of the target culture.</p> <p>Life and Career Skills Students will interpret and analyze literature and write reaction essays. Write a presentation letter and prepare a curriculum vitae. Use news media and Internet resources to look for a job that suits their interests and skills. Experience cultural aspects of living in another country and how the similarities and differences guide behavior and day-to-day activities.</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy</p>
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	Health Literacy
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<p align="center">UNIT 2 - IMMIGRATION - A DIRTY WORD?</p>	
<p align="center"><i>Big Idea:</i></p>	<p>7.1 World Languages NJCCS</p>
<p><i>Big Idea: No matter the length or extent of an immigrant's experience, the immigrant, the community of origin, and the new community are changed.</i></p>	<p>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.</p>
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How do my accomplishments and my skill sets prepare me to work in another country?</p> <p>What skills do I need to navigate a new community as an immigrant?</p> <p>How will my cultural and linguistic competences affect my future?</p>	<p>Students will understand that personal preferences, cultural competence, academic preparation, and linguistic skills are key factors to consider when making decisions about post-secondary plans.</p> <p>Students will understand that Immigration changes both the community of origin and the new community.</p> <p>Students will understand that the amount of leisure time available and how it is spent varies among cultures.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>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.</p>	<p>Instructional Focus: Students will explore if and to where they would like to move to in the future, the reasons for their decision, and the impact this decision would have on their community.</p> <p>Sample Assessments: Students will:</p>

<p>6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>9.1.4.D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p> <p>7.1.IM.C5 Compare the cultural perspectives or the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each.</p> <p>9.1.4.D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.</p>	<ul style="list-style-type: none"> • choose a country of choice where they may want to live. • choose a university they may want to attend in that country. • create a typical life plan for that country, including school and work responsibilities as well as their leisure activities. • present this plan to an audience <p>• Students will write a culturally-appropriate presentation letter and curriculum vitae for a prospective employer.</p> <p>• Students will write summaries and alternative endings reflecting their virtual immigrant experience and their immigrant interviews.</p> <p>Instructional Strategies: Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Read a variety of on-line articles regarding immigration. • Students will research the immigrant experience in Summit. • Students will report out on real immigrant experiences from interviews. • Students will read summaries of age appropriate and level appropriate texts, films, and Internet resources that reflect cultural adaptation • Students will compare and contrast daily experiences and activities in a target community to their own. <p>Technology Integration:</p> <ul style="list-style-type: none"> • Discuss podcasts about political views of immigration. <p>Global Perspectives:</p> <ul style="list-style-type: none"> • Students will interview recent Spanish-speaking immigrants in the Summit
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	<p>community regarding their experiences.</p> <ul style="list-style-type: none"> • Students will request immigrant experiences of immigrant students in a Spanish-speaking country. • Students will share and compare experiences of immigrants to the U.S. and to a Spanish dominant country with Spanish-speaking peers.
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<p>The following skills and themes listed to the right should be reflected in the design units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Students will Write and recite original poem Prepare for impromptu scenarios that are likely in day-to-day interactions.</p> <p>Critical Thinking and Problem Solving Students will: Prepare for a possible move to another country (job, housing, school)</p> <p>Communication and Collaboration Students will: Communciate with people from Spanish speaking countries through Skype, blogging, notes... Collaboratively create theme-based conversational gambits and participate in impromptu scenarios</p> <p>Information Literacy & Media Literacy Participate in virtual tours of cities, regions, museums to enhance student experiences of the target culture.</p> <p>Life and Career Skills Students will interpret and analyze literature and write reaction essays. Write a presentation letter and prepare a curriculum vitae. Use news media and Internet resources to look for a job that suits their interests and skills.</p>
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	<p>Experience cultural aspects of living in another country and how the similarities and differences guide behavior and day-to-day activities.</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Students will create a budget, find health resources and understand a community's norms and laws through this unit.</p> <p>Civic Literacy Health Literacy</p>
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<p align="center">UNIT 3 - MEETING THE CHALLENGES OF ENVIRONMENTAL CHANGE</p>	
<p align="center"><i>Big Idea:</i></p>	<p>7.1 World Languages NJCCS</p>
<p><i>Big Idea: In order to begin to meet the challenge of environmental change, global citizens must be able to effectively communicate and collaborate.</i></p>	<p>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.</p>
<p align="center">Essential Questions</p> <p align="center"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p align="center"><i>What will students understand about the big ideas?</i></p>
<p>How do we communicate effectively to improve communication of ideas and to foster collaboration?</p>	<p>Students will understand the following:</p> <p>Communication may be culturally dependent.</p> <p>Understanding cultural perspectives helps us to adapt language to improve communication.</p> <p>Effective communication is essential to effective collaboration.</p> <p>Technology should serve not only to improve communication of information, but to connect people on a personal level.</p>
<p>What do we know about global environmental issues?</p> <p>How can we improve our communication to promote more effective collaboration on global environmental issues?</p>	<p>Students will understand the following:</p> <p>U.S. environmental challenges are similar to those of the Parque Nacional Tayrona in Colombia.</p> <p>Effective communication should improve our efforts to make a positive contribution to the health of our environment.</p>

<p>Collaborating with other global citizens to research similar environmental problems provides opportunities for effective student activism that spans the globe and builds respectful relationships.</p>	<p>Students will understand the following:</p> <p>We have environmental problems similar to the ones in the Parque Nacional Tayrona in Colombia.</p> <p>Collaboration and effective communication with peers can be the source of ideas and concrete plans to meet the challenge of a changing environment.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>7.1.IM.C.5 Compare the cultural perspectives or the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> <p>5.4.12.G.4 Compare over time the impact of human activity on the cycling of matter and energy through ecosystems.</p> <p>5.4.1.2.G.5 Assess (using maps, local planning documents, and historical records) how the natural environment has changed since humans have inhabited the region.</p> <p>5.4.12.F.2 Explain how the climate in regions throughout the world is affected by seasonal weather patterns, as well as other factors, such as the addition of greenhouse gases to the atmosphere and proximity to mountain ranges and to the ocean.</p> <p>6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.</p> <p>9.1.12.D.3 Explain why the ability to communicate in another language in an</p>	<p>Instructional Focus: Students will investigate the language and visuals currently used to sell / promote products and ideas in the target culture and produce a culturally - appropriate and media-rich advertisement for eco-tourism.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Students will prepare a public service announcement in Spanish to foster awareness and improved communication toward solving global environmental issues. • Students, who participated in the exchange to Santa Marta and visited Parque Nacional Tayrona, will prepare a documentary movie for a Spanish-speaking audience about their learning experiences. • Students who did not travel to Colombia will have two options to prepare for a Spanish-speaking audience: prepare a catalogue of the flora and fauna of the Parque Nacional de Tayrona affected by environmental concerns as documented in newspapers, scientific journals, and environmental websites or select a local hotspot of environmental concern and prepare a documentary of those environmental concerns. • Students will prepare an ad campaign that

<p>appropriate cultural context is a valuable 21st-century skill.</p> <p>9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.</p> <p>7.1.IMC.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.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories and reports.</p> <p>9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>	<p>will encourage other students to engage in investigating local or global environmental issues.</p> <p>Instructional Strategies: Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Read a variety of on-line articles of local views on environmental change • Survey SHS students in local environmental issues. • Students will write letters to the appropriate local governmental agencies highlighting concerns about the environmental issues they discovered. The letters will include data and proposed steps to mitigate the problem or to address the issue. • <i>Primer Encuentro</i> by Alvaro Menen Desleal and <i>El futuro del la Amazonia</i> by Alberto Santander • <i>Viaje Infinito</i> by Juan Ramón Jiménez • Cortometraje (short film) <i>Lluvia</i> by Roberto Pérez <p>Technology Integration</p> <ul style="list-style-type: none"> • Discuss podcasts about the impact of scientific and technological advances on environmental hotspots. • Students will blog with other US and Columbian peers about the information they have learned in their readings and the film related to this unit. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Students will prepare a public service announcement in Spanish to foster awareness
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	<p>and improved communication toward solving global environmental issues.</p> <ul style="list-style-type: none"> • Students, who participated in the exchange to Santa Marta and visited Parque Nacional Tayrona, will prepare a documentary movie for a Spanish-speaking audience about their learning experiences. • Students will compare and contrast the environmental concerns of our local hotspot with those of Colombia's Parque Nacionl Tayrona and discuss proposed solutions.
<p>The following skills and themes listed to the right should be reflected in the design units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Students will Write and recite original poem Prepare for impromptu scenarios that are likely in day-to-day interactions.</p> <p>Critical Thinking and Problem Solving Students will: Prepare for a possible move to another country (job, housing, school)</p> <p>Communication and Collaboration Students will: Communciate with people from Spanish speaking countries through Skype, blogging, notes... Collaboratively create theme-based conversational gambits and participate in impromptu scenarios</p> <p>Information Literacy & Media Literacy Participate in virtual tours of cities, regions, museums to enhance student experiences of the target culture.</p> <p>Life and Career Skills Students will interpret and analyze literature and write reaction essays.</p>

	<p>Write a presentation letter and prepare a curriculum vitae.</p> <p>Use news media and Internet resources to look for a job that suits their interests and skills.</p> <p>Experience cultural aspects of living in another country and how the similarities and differences guide behavior and day-to-day activities.</p> <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none">Financial, Economic, Business and Entrepreneurial LiteracyCivic LiteracyHealth Literacy
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UNIT 4 - ROLE MODELS AND HEROES	
<i>Big Idea:</i>	7.1 World Languages NJCCS
<i>Big Ideas: The qualities and characteristics of role models and heroes can vary from culture to culture.</i>	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.
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Who are your heroes? Who is the hero in me? Am I a hero to anyone? How do icons become heroes? Who chooses our icons?	Students will understand that how we see others and how they influence us is largely dependent on our cultural perspectives, our interests, and our social environment. The people we choose as role models are very important in understanding our own ideas, our decisions, and in the shaping of our character.
What qualities make a hero/role model? How do our heroes affect our decision making process? What characteristics do our role models have?	Students will understand that role models come from many different cultures, socio-economic groups, and fields of endeavor.
Am I a hero? Does my behavior correspond with my views of what a hero should be? Who are my superheroes? How do these	Students will understand that defining a hero/role model may help you determine if you are a hero/role model to someone else. Imaginary or a fictional heroes / characters have an impact on a child's thinking and concept of self.

characters affect my life? Or do they? How do the ideas of other people affect our own ideas?	
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments

<p>7.1.IMC.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.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories and reports.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar activities.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>	<p>Instructional Focus: Students will identify an imaginary hero from childhood and compare it to an imaginary hero in a target culture.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Students will create a multi-media presentation that highlights heroes / role models from other cultures. <p>Instructional Strategies: Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Students will watch movies / read cartoons in the target culture that represent imaginary heroes for children. • Students will present their childhood imaginary hero and compare and contrast him/her to an imaginary hero from the target culture. • Students will compare and contrast their heroes with those of someone raised in another culture • Students will analyze other heroic and anti-heroic characters Celebración de la fantasía by Eduardo Galeano Médium by Pío Baroja Encrucijada. <p>Technology Integration</p> <ul style="list-style-type: none"> • Students will select a hero/ role model who has inspired them, research their life’s work and other biographical information, and create
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	<p>a social network page impersonating their hero.</p> <p>Global Perspectives:</p> <p>Students will interview Spanish-speaking community members regarding heroes / role models.</p> <ul style="list-style-type: none"> • Students will exchange letters about heroes and anti-heroes with Spanish-speaking students.
<p>The following skills and themes listed to the right should be reflected in the design units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Students will Write and recite original poem Prepare for impromptu scenarios that are likely in day-to-day interactions.</p> <p>Critical Thinking and Problem Solving Students will: Prepare for a possible move to another country (job, housing, school)</p> <p>Communication and Collaboration Students will: Communciate with people from Spanish speaking countries through Skype, blogging, notes... Collaboratively create theme-based conversational gambits and participate in impromptu scenarios</p> <p>Information Literacy & Media Literacy Participate in virtual tours of cities, regions, museums to enhance student experiences of the target culture.</p> <p>Life and Career Skills Students will interpret and analyze literature and write reaction essays. Write a presentation letter and prepare a</p>

	<p>curriculum vitae.</p> <p>Use news media and Internet resources to look for a job that suits their interests and skills.</p> <p>Experience cultural aspects of living in another country and how the similarities and differences guide behavior and day-to-day activities.</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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SPANISH 5H

Texts and Resources (partial list):

- <http://www.youtube.com/>
- <http://www.bbc.co.uk/mundo/>
- <http://formespa.rediris.es/canciones/>
- <http://www.colby.edu/~bknelson/SLC/index.php>
- *Aqueronte*, José Emilio Pacheco
- *Poema 20*, Pablo Neruda
- *Un sandwich de arroz*, Sandra Cisneros
- *La Mirada*, Juan Madrid
- DVD *Días de fútbol*, 2003
- DVD *Cleopatra*, 2003
- DVD *Los pasos perdidos*, 2001
- DVD *Bintiful*, 2010
- Youtube- Cortometraje: Encrucijada, 2004
- Youtube- Cortometraje: El Día menos pensado, 2005
- Primer Encuentro de Alvaro Menen Desleal
- E futuro de la Amazonia de Alberto Santander
- Viaje infinito de Juan Ramón Jiménez
- Youtube- Cortometraje: Lluvia de Roberto Pérez, 2006