Glen Ridge Public Schools –World Languages Curriculum

Course Title: SPANISH IV-V: Art and Literature

Subject: WORLD LANGUAGE

Grade Level: 11-12

Duration: 1 YEAR

Prerequisite: Spanish III or Spanish IV

Elective or Required: ELECTIVE

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
Spanish IV-V has been designed to continue the student’s skills in Spanish and broaden their cross-cultural experience while being exposed to ancient and contemporary literature, and the arts from Spain and Latin America.
This course continues to build fluency in speaking and writing, as well as listening and reading.
Several projects, class discussions, and essays require students to use Spanish as they examine literary pieces and works of art.

Author: Maria Dessipris
Date Submitted: Summer 2015
Spanish IV-V: Art and Literature

Topic/Unit: #1
Orígenes de la cultura hispánica: Europa

Approximate # Of Weeks: 10

Essential Questions:
- Can I talk about the archeological artistic manifestations found in Spain?
- Am I familiar with the map of Spain and where the Altamira caves are located?
- Do I know about the period of time the caves were discovered, their history and what the paintings depict?
- Do I understand what Pre-Roman Spain is?
- Am I familiar with any other influx of people in Spain before the Romans and what type of art they left in the Iberian Peninsula?
- Do I know about the most important manifestations of art, sculpture and/or architecture left by the Romans and other ancient civilizations, such as the Moors and the Greeks, in Spain?
- Am I familiar with El Greco, his famous paintings and favorite themes found in his paintings? Do I know why the city of Toledo is connected to his paintings?

Upon completion of this unit students will be able to:
- 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.2)
- Use the target language to identify and describe people, places, things and events in Spain using the preterite and the present tense. (7.1.IL.A.4)
- Identify and employ the preterite and present tense in context (7.1.IL.A.5)
- Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
- Ask and respond to questions as part of a group discussion about the geography, culture, literature and art of Spain (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of time frames on the geography, culture, literature and art of Spain (7.1.IH.B.5)
- 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) and targeted themes. (7.1.IH.C.2)
- Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)
Common Core ELA Standards:
- Reading Standards: 8.RL.1-3
- Writing Standards: 8.W.4
- Language Standards: 8.L.3
- Speaking and Listening Standards: 8.SL.4

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st Century Life and Career Skills
- Standard 6.1 Social Studies, World History, Global Studies
- Standard 8.1 Computer and Information Literacy
- Standard 1.1 Visual and Performing Arts

Activities – include 21st Century Technologies:

- Listen to audio/video clips (21st Century Tech)
- Students’ conversations
- Read and discuss The Caves of Altamira with a reading selection, video clip and photos.
- Describe people, places, things and events in Spain.
- Express what occurred in the past and occurs now in Spain.
- Describe and/or narrate issues using the preterite and the present tense.
- Talk about the influence of the Romans and other ancient civilizations such as the Moors and the Greeks in the Iberian Peninsula.
- Research and describe The Mosque of Córdoba and The Alhambra of Granada. Compare location and architecture.
- Research and discuss El Greco, his paintings, his favorite themes and why the city of Toledo is connected to them.
- Preview vocabulary and grammar structures such verbs, nouns, adjectives, and a variety of tenses.
- Research, read and discuss interesting content and cultural information.
- Thematically, organize words and expressions.
- Learn patterns of noun, verb, and adjective formation using familiar words.
- Use the new vocabulary in meaningful and communicative context.
- Work on examples closely linked to the chapter topic.
- Develop listening, speaking, reading, and writing skills by analyzing literary pieces, works of art, traditional and popular songs, images and artifacts.
- Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.
- Create and present pair/group dialogues, projects, and skits.
- Complete comprehension and cultural activities using authentic materials in the target language.
- Complete exercises in online textbook and workbook/manual.
○ Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.
○ Power Point presentations.
○ Internet homework and research.
○ Make a connection between the readings, audios and images presented in the cultural sections of the unit (Literatura, Arte, and Expansión: ¡A explorar!) in the context of new vocabulary and discuss.

**Enrichment Activities:**
- **Literatura**: Read and discuss “El Conde Lucanor”. Compare/Contrast facts with “El Quijote de la Mancha”
- **Arte**: research, describe and compare 2 photographs of a Roman, Jewish, Greek and/or Moorish site in Spain.
- Research, describe and compare 2 works of art by El Greco and his depictions of Toledo with present-day pictures of the city.
- **Expansión: ¡A explorar!**: in small groups, choose a dramatic scene from “El Conde Lucanor” or “El Quijote de la mancha” using dialogue, gestures, and varied tones of voice. Each member will create a prop (such as a mask, scenography, or costume). Present the skit to the class.
- Create a podcast/voicemail describing a topic of your choice from the targeted themes.
- Cultural Project: “Spain”: web quest, poster and oral presentation on the geography and art of Spain.
- Short Story: “El misterio de la llave”

**Methods of Assessments/Evaluation:**
- Listening, writing and speaking activities and assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit tests
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions
- Observation in group interaction
- Written and verbal responses in class
- Short analytical writing samples
- Grammar workbook exercises, verbal and written
- Literature textbook exercises, verbal and written
Resources/Including Online Resources

- *Literatura y Arte (11th edition)*, textbook, workbook and ancillaries
- [cengage.com](http://www.cengage.com) (online textbook, resources and student practice website)
- Google Apps for Education (GAfE)
- Online games, apps, video clips.
- Teacher’s Resource Book
- Writing, Audio and Video Workbook
- Assessment Program Book
- DVD/CD to accompany Program
- Photo Gallery, maps, authentic materials
- Power point notes and vocabulary flashcards
- A variety of links for grammar, geographical and cultural reference such as
  - [www.museodelprado.com](http://www.museodelprado.com)
  - [www.spain.org](http://www.spain.org)
  - [www.audiria.com](http://www.audiria.com)
Spanish IV-V: Art and Literature

Topic/Unit: #2
Aspectos de la familia en el mundo hispánico

Approximate # Of Weeks: 8

Essential Questions:
● Am I familiar with the famous Spanish painters Francisco de Goya, Diego Velázquez and Pablo Picasso?
● Do I understand what kind of relation exists between their lives and their work?
● Can I describe how the Royal Family of Spain was portrayed by Goya and by Velázquez?
● Can I describe the differences and similarities between the photograph of the current Royal Family of Spain and the paintings of Goya and Velázquez?
● Am I able to identify the different periods in the painters’ lives and how they are reflected in their paintings?
● Do I understand how art work speaks to us about a person or a given society?

Upon completion of this unit students will be able to:
● 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.2)
● Use the target language to generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual arts. (7.1.I.L.A.4)
● Identify and employ art vocabulary in context (7.1.I.L.A.5)
● Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
● Ask and respond to questions as part of a group discussion about the Royal family in Spain and works of art by Goya, Velázquez, and Picasso. (7.1.IH.B.4)
● Engage in oral and/or written discourse in a variety of time frames on the Royal family in Spain and works of art by Goya, Velázquez, and Picasso. (7.1.IH.B.5)
● 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) and targeted themes. (7.1.IH.C.2)
● Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)
Common Core ELA Standards:
● Reading Standards : 8.RL.1-3
● Writing Standards : 8.W.4
● Language Standards : 8.L.3
● Speaking and Listening Standards : 8.SL.4

Interdisciplinary Standards (njcccs.org)

Standard 9.1 21st Century Life and Career Skills
Standard 6.1 Social Studies, World History, Global Studies
Standard 8.1 Computer and Information Literacy
Standard 1.1 Visual and Performing Arts

Activities – include 21st Century Technologies:

○ Listen to audio/video clips (21st Century Tech)
○ Students’ conversations
○ Research, describe and discuss the lives of Goya, Velázquez, and Picasso and their works of art.
○ Express your opinion about works of art by Goya, Velázquez, and Picasso.
○ Describe and/or narrate issues using the preterite and the present tense.
○ Talk about the influence of the works of art by Goya, Velázquez, and Picasso in the society of Spain.
○ Preview vocabulary and grammar structures such verbs, nouns, adjectives, and a variety of tenses.
○ Research, read and discuss interesting content and cultural information.
○ Thematically, organize words and expressions.
○ Learn patterns of noun, verb, and adjective formation using familiar words.
○ Use the new vocabulary in meaningful and communicative context.
○ Work on examples closely linked to the chapter topic.
○ Develop listening, speaking, reading, and writing skills by analyzing literary pieces, works of art, traditional and popular songs, images and artifacts related to the Spanish painters’ time periods.
○ Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.
○ Create and present pair/group dialogues, projects, and skits.
○ Complete comprehension and cultural activities using authentic materials in the target language.
○ Complete exercises in online textbook and workbook/manual.
○ Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.
○ Power Point presentations.
○ Internet homework and research.
Make a connection between the readings, audios and images presented in the cultural sections of the unit (Literatura, Arte, and Expansión: ¡A explorar!) in the context of new vocabulary and discuss.

**Enrichment Activities:**
- **Literatura**: Read, answer questions and discuss “Don Payasito” by Ana María Matute
- **Arte**: research, describe and compare a painting by Goya o Velázquez that depicts the Royal Family of Spain and a current photograph of the family.
- Create a collage recreating your own version of a painting by Picasso using shapes. Describe it orally and in writing using art vocabulary. Compare/contrast with the original masterpiece.
- **Expansión: ¡A explorar!**: In pairs, create a situation based on a children’s story book from your childhood. Explain who used to read it to you, your memories, reactions, and feelings. Present the skit to the class with images and props.
- Analyze a children’s story book from Latin America and compare with your own.
- Create a podcast/voicemail describing a topic of your choice from the targeted themes.

**Methods of Assessments/Evaluation:**
- Listening, writing and speaking activities and assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit tests
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions
- Observation in group interaction
- Written and verbal responses in class
- Short analytical writing samples
- Grammar workbook exercises, verbal and written
- Literature textbook exercises, verbal and written

**Resources/Including Online Resources**
- *Literatura y Arte* (*11th edition*), textbook, workbook and ancillaries
- [cengage.com](http://cengage.com) (online textbook, resources and student practice website)
● Google Apps for Education (GAfE)
● Online games, apps, video clips.
● Teacher’s Resource Book
● Writing, Audio and Video Workbook
● Assessment Program Book
● DVD/CD to accompany Program
● Photo Gallery, maps, authentic materials
● Power point notes and vocabulary flashcards
● A variety of links for grammar, geographical and cultural reference such as www.museodelprado.com; www.spain.org; www.audiria.com;
● http://www.guiainfantil.com/servicios/Cuentos/cuentos_clasicos.htm
Spanish IV-V: Art and Literature

Topic/Unit: #3
Orígenes de la cultura hispánica: América

Approximate # Of Weeks: 8

Essential Questions:
● Do I know about the first Spanish expeditions?
● Do I understand about the impact of Spain in America?
● Am I familiar with archaeological discoveries and mysteries of the Aztecs, Mayans, and Incas?
● Do I understand myths and legends?
● Can I describe differences and similarities between the cultures being studied?
● Am I familiar with the origin of chocolate and its impact in Spain?

Upon completion of this unit students will be able to:
● 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.2)
● Use the target language to generate observational and emotional responses to diverse culturally and historically specific information about the Aztecs, Mayans, and Incas, and their sites, artifacts, myths, and legends. (7.1.IL.A.4)
● Identify and employ art vocabulary in context (7.1.IL.A.5)
● Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
● Ask and respond to questions as part of a group discussion about the first Spanish expeditions and the impact of Spain in America.(7.1.IH.B.4)
● Engage in oral and/or written discourse in a variety of time frames on the Aztecs, Mayans, and Incas, and their sites, artifacts, myths, and legends. (7.1.IH.B.5)
● 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) and targeted themes. (7.1.IH.C.2)
● Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)

Common Core ELA Standards:
Activities – include 21\textsuperscript{st} Century Technologies:

○ Listen to audio/video clips (21st Century Tech)
○ Students’ conversations
○ Research, describe and discuss the Aztecs, Mayans, and Incas, and their sites, artifacts, myths, and legends.
○ Express your opinion about the Aztecs, Mayans, and Incas, and their sites, artifacts, myths, and legends.
○ Describe and/or narrate issues using the preterite and the present tense.
○ Talk about the influence of Spain in America.
○ Preview vocabulary and grammar structures such verbs, nouns, adjectives, and a variety of tenses.
○ Research, read and discuss interesting content and cultural information.
○ Thematically, organize words and expressions.
○ Learn patterns of noun, verb, and adjective formation using familiar words.
○ Use the new vocabulary in meaningful and communicative context.
○ Work on examples closely linked to the chapter topic.
○ Develop listening, speaking, reading, and writing skills by analyzing literary pieces, works of art, traditional and popular songs, images and artifacts related to the Aztecs, Mayans, and Incas.
○ Investigate the complexity of the Aztec calendar.
○ Engage in cultural exploration to learn about the origin of chocolate and its impact in Spain.
○ Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.
○ Create and present pair/group dialogues, projects, and skits.
○ Complete comprehension and cultural activities using authentic materials in the target language.
Complete exercises in online textbook and workbook/manual.
Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.
Power Point presentations.
Internet homework and research.
Make a connection between the readings, audios and images presented in the cultural sections of the unit (Literatura, Arte, and Expansión: ¡A explorar!) in the context of new vocabulary and discuss.

Enrichment Activities:
- **Literatura**: Read, answer questions and discuss “Leyenda de la Tatuana” by Miguel Ángel Asturias and compare to a selection of legends of the Aztecs, Mayans, and Incas.
- **Arte**: research, describe and compare an artifact with the image of Quetzalcóatl with other artifacts and images from the Aztec civilization.
- Create a diorama of an ancient Aztec, Mayan or Inca site (such as Machu Pichu, or a pyramid) and describe it orally and in writing using art vocabulary.
- **Expansión: ¡A explorar!**: In pairs, create and present a skit about a cultural conflict between a Spanish conquistador and a character from the Aztec, Mayan, or Inca civilization.
- Create a podcast/voicemail describing a topic of your choice from the targeted themes.
- Cultural Project: Culinary art: Chocolate

Methods of Assessments/Evaluation:
- Listening, writing and speaking activities and assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit tests
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions
- Observation in group interaction
- Written and verbal responses in class
- Short analytical writing samples
- Grammar workbook exercises, verbal and written
- Literature textbook exercises, verbal and written

Resources/Including Online Resources
- *Literatura y Arte (11th edition)*, textbook, workbook and ancillaries
- *cengage.com* (online textbook, resources and student practice website)
- Google Apps for Education (GAfE)
- Online games, apps, video clips.
- Teacher’s Resource Book
- Writing, Audio and Video Workbook
- Assessment Program Book
- DVD/CD to accompany Program
- Photo Gallery, maps, authentic materials
- Power point notes and vocabulary flashcards
- A variety of links for grammar, geographical and cultural reference such as
  - [http://www.historiasiglo20.org/HE/5h.htm](http://www.historiasiglo20.org/HE/5h.htm) ; [http://www.bowdoin.edu/~eyepes/latam/indfam.htm](http://www.bowdoin.edu/~eyepes/latam/indfam.htm)
Spanish IV-V: Art and Literature

Topic/Unit: #4
Los movimientos revolucionarios del siglo XX

Approximate # Of Weeks: 8

Essential Questions:
● Am I familiar with the Latin American independence movement?
● Do I understand the reasons why heroes, artists and writers needed to express themselves?
● Can I analyze political issues in a story?
● Can I discuss cause and effect of tension and hatred between humans?
● Am I able to talk about conflicts and offer possible solutions or resolve them?
● Can I infer the meaning and essence in a poem, song, or work of art?

Upon completion of this unit students will be able to:
● 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.2)
● Use the target language to generate observational and emotional responses to diverse culturally and historically specific information of the heroes, artists and writers of the Latin American independence movement. (7.1.II.A.4)
● Identify and employ art vocabulary in context (7.1.II.A.5)
● Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
● Ask and respond to questions as part of a group discussion about the Latin American movement in the 20th century. (7.1.IH.B.4)
● Engage in oral and/or written discourse in a variety of time frames on the Latin American independence movement in the 20th century and the correlation with current movements. (7.1.IH.B.5)
● Create and perform stories, poems, short plays, or oral reports based on cultural perspectives of heroes, artists and writers of this time period such as Simón Bolívar, Miguel Hidalgo, Diego Rivera, José Martí, and Gabriel García Márquez. (7.1.IH.C.2)
• Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)

Common Core ELA Standards:
• Reading Standards : 8.RL.1-3
• Writing Standards : 8.W.4
• Language Standards : 8.L.3
• Speaking and Listening Standards : 8.SL.4

Interdisciplinary Standards (njcccs.org)

Standard 9.1 21st Century Life and Career Skills
Standard 6.1 Social Studies, World History, Global Studies
Standard 8.1 Computer and Information Literacy
Standard 1.1 Visual and Performing Arts

Activities – include 21st Century Technologies:

○ Listen to audio/video clips (21st Century Tech)
○ Students' conversations
○ Research, describe and discuss the lives and work of heroes, artists and writers of this time period such as Simón Bolivar, Miguel Hidalgo, Diego Rivera, José Martí, and Gabriel García Márquez.
○ Express your opinion about the lives and work of heroes, artists and writers of this time period such as Simón Bolivar, Miguel Hidalgo, Diego Rivera, José Martí, and Gabriel García Márquez.
○ Describe and/or narrate issues using the preterite and the present tense.
○ Talk about the Latin American independence movement in the 20th century and the correlation with current movements such as immigration, the DREAM act, Cuba Libre.
○ Preview vocabulary and grammar structures such verbs, nouns, adjectives, and a variety of tenses.
○ Research, read and discuss interesting content and cultural information.
○ Thematically, organize words and expressions.
○ Learn patterns of noun, verb, and adjective formation using familiar words.
○ Use the new vocabulary in meaningful and communicative context.
○ Work on examples closely linked to the chapter topic.
○ Develop listening, speaking, reading, and writing skills by analyzing literary pieces, works of art, traditional and popular songs, images and artifacts related to the Latin American independence movement in the 20th century.

○ Engage in cultural exploration to learn about José Martí and his Versos Sencillos

○ Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.

○ Create and present pair/group dialogues, projects, and skits.

○ Complete comprehension and cultural activities using authentic materials in the target language.

○ Complete exercises in online textbook and workbook/manual.

○ Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.

○ Power Point presentations.

○ Internet homework and research.

○ Make a connection between the readings, audios and images presented in the cultural sections of the unit (Literatura, Arte, and Expansión: ¡A explorar!) in the context of new vocabulary and discuss.

Enrichment Activities:

● **Literatura**: Read, answer questions and discuss “Un día de éstos” by Gabriel García Márquez.

● **Arte**: research, describe and compare murals by Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros.

● Create and present a small mural on a poster that depicts what freedom means to you.

● **Expansión: ¡A explorar!**: Listen to and discuss the song “Hermano, dame tu mano” by Mercedes Sosa.

● Create a podcast/voicemail describing a topic of your choice from the targeted themes.

● Cultural Project: José Martí: Versos Sencillos: Analyze symbols in his poems that express Discontent, that focus on the idea of a free and united Cuba, and that celebrate the beauty and environment of his homeland.

Methods of Assessments/Evaluation:

● Listening, writing and speaking activities and assessments

● Role-playing (dialogues)

● Quiz games

● Homework

● Quizzes and unit tests

● DVD and audio comprehension

● Classwork

● Open-ended questions

● Class discussions

● Observation in group interaction

● Written and verbal responses in class
• Short analytical writing samples
• Grammar workbook exercises, verbal and written
• Literature textbook exercises, verbal and written

Resources/Including Online Resources

• *Literatura y Arte* (*11th edition*), textbook, workbook and ancillaries
• *cengage.com* (online textbook, resources and student practice website)
• Google Apps for Education (GAfE)
• Online games, apps, video clips.
• Teacher’s Resource Book
• Writing, Audio and Video Workbook
• Assessment Program Book
• DVD/CD to accompany Program
• Photo Gallery, maps, authentic materials
• Power point notes and vocabulary flashcards
• A variety of links for grammar, geographical and cultural reference such as
Spanish IV-V: Art and Literature

Topic/Unit: #5
La presencia hispánica en los Estados Unidos

Approximate # Of Weeks: 6

Essential Questions:

● Am I familiar with the Hispanic products, practices and perspectives found in the United States?
● Do I understand the impact of the Hispanic products, practices and perspectives in the United States' society?
● Can I describe Hispanic people, places and things in the United States?
● Am I familiar with the differences and similarities of expressions, gestures and feelings in diverse cultures?
● Am I familiar with the stages of cultural shock and stereotypes in diverse cultures?

Upon completion of this unit students will be able to:

● 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.2)
● Use the target language to generate observational and emotional responses to diverse culturally and historically specific information of Hispanic people, places and things in the United States (7.1.IL.A.4)
● Identify and employ art vocabulary in context (7.1.IL.A.5)
● Use digital tools to create and participate in extended conversations using a variety of time frames to exchange information related to the targeted themes (7.1.IH.B.1)
● Ask and respond to questions as part of a group discussion about the Hispanic products, practices and perspectives found in the United States and their impact in society. (7.1.IH.B.4)
● Engage in oral and/or written discourse in a variety of time frames the Hispanic products, practices and perspectives found in the United States (7.1.IH.B.5)
• Create and perform stories, poems, short plays, or oral reports based on personal opinion and/or cultural perspectives of Hispanic artists and writers who lived, influenced and/or migrated to the United States such as Esmeralda Santiago, Luis Jiménez, Wifredo Lam, or Rubén Darío. (7.1.IH.C.2)

• Demonstrate an understanding of the perspectives of a culture(s) through the experiences with its products and practices (7.2)

Common Core ELA Standards:
• Reading Standards: 8.RL.1-3
• Writing Standards: 8.W.4
• Language Standards: 8.L.3
• Speaking and Listening Standards: 8.SL.4

Interdisciplinary Standards (njcccs.org)
Standard 9.1 21st Century Life and Career Skills
Standard 6.1 Social Studies, World History, Global Studies
Standard 8.1 Computer and Information Literacy
Standard 1.1 Visual and Performing Arts

Activities – include 21st Century Technologies:

○ Listen to audio/video clips (21st Century Tech)
○ Students’ conversations
○ Research, describe and discuss about the Hispanic products, practices and perspectives in the United States’ society.
○ Describe and express your opinion about Hispanic people, places and things in the United States
○ Describe and/or narrate issues using the preterite and the present tense.
○ Preview vocabulary and grammar structures such verbs, nouns, adjectives, and a variety of tenses.
○ Research, read and discuss interesting content and cultural information such as the stages of cultural shock and stereotypes.
○ Thematically, organize words and expressions.
○ Learn patterns of noun, verb, and adjective formation using familiar words.
○ Use the new vocabulary in meaningful and communicative context.
○ Work on examples closely linked to the chapter topic.
○ Develop listening, speaking, reading, and writing skills by analyzing literary pieces, works of art, traditional and popular songs, images and artifacts related to the Hispanics in the United States.
Engage in cultural exploration to learn about Hispanic artists and writers who lived, influenced and/or migrated to the United States such as Esmeralda Santiago, Luis Jiménez, Wifredo Lam, or Rubén Darío.

Listen to audio samples (online and on cd) practicing comprehension with thematic vocabulary.

Create and present pair/group dialogues, projects, and skits.

Complete comprehension and cultural activities using authentic materials in the target language.

Complete exercises in online textbook and workbook/manual.

Use the language lab and/or computer with authentic audio excerpts to respond to and practice the targeted themes.

Power Point presentations.

Internet homework and research.

Make a connection between the readings, audios and images presented in the cultural sections of the unit (Literatura, Arte, and Expansión: ¡A explorar!) in the context of new vocabulary and discuss.

**Enrichment Activities:**

- **Literatura:** Read, answer questions and discuss “Cuando era puertorriqueña” by Esmeralda Santiago.
- **Arte:** research, describe and compare works of art by Luis Jiménez, Wifredo Lam, or Rubén Darío.
- Create and present a “chicano” artifact.
- **Expansión: ¡A explorar!** Watch a clip of the movie “Un día sin mexicanos” and discuss the economic and social implications if Hispanics were not living in the United States.
- Create a podcast/voicemail reacting a topic of your choice from the targeted themes.

**Methods of Assessments/Evaluation:**

- Listening, writing and speaking activities and assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit tests
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions
- Observation in group interaction
- Written and verbal responses in class
- Short analytical writing samples
- Grammar workbook exercises, verbal and written
• Literature textbook exercises, verbal and written

**Resources/Including Online Resources**

• *Literatura y Arte (11th edition)*, textbook, workbook and ancillaries
• *cengage.com* (online textbook, resources and student practice website)
• Teacher Webpage
• Online games, apps, video clips.
• Teacher’s Resource Book
• Writing, Audio and Video Workbook
• Assessment Program Book
• DVD/CD to accompany Program
• Photo Gallery, maps, authentic materials
• Power point notes and vocabulary flashcards
• A variety of links for grammar, geographical and cultural reference such as
• [www.visitmexico.com](http://www.visitmexico.com); [www.chicanoart.org](http://www.chicanoart.org)