

Spanish IV Honors Curriculum



Grades 9-12

Unit 3: México

Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for grades 9-12 consist of the following seven thematic units of study:

1. Unit 1: California y el suroeste
2. Unit 2: Centroamérica: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica y Panamá
3. Unit 3: México
4. Unit 4: Sudamérica: Venezuela, Colombia, Ecuador, Perú, Bolivia, Chile, Paraguay, Uruguay, Argentina
5. Unit 5: El Caribe: Cuba
6. Unit 6: República Dominicana
7. Unit 7: Puerto Rico

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Pacing Chart – Unit 3

#	Student Learning Objective	CCSS	6 weeks
1	Identify, discuss and demonstrate your knowledge and comprehension of the Aztecs, their culture, their religion, and their customs.	7.1.IL.A.5 7.1.IL.B.5 7.1.IL.C.5	
2	Identify, discuss and demonstrate your knowledge and comprehension of the Mayas, their culture, their religion and their customs.	7.1.IL.A.5 7.1.IL.B.5 7.1.IL.C.5	
3	Identify, discuss and demonstrate your knowledge of Mexico and its culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.	7.1.IL.A.5 7.1.IL.A.6 7.1.IL.B.5 7.1.IM.B.5	
4	Identify, discuss and demonstrate your knowledge of telenovelas as part of the Mexican culture and its impact on the Latino culture and worldwide.	7.1.IL.A.5 7.1.IL.A.6 7.1.IL.B.5	
5	Identify, discuss and demonstrate your comprehension of the effects drugs have on teenagers.	7.1.IM.A.4 7.1.IL.C.4 7.1.IL.C.5 7.1.IL.A.5	

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self-Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Enduring Understanding

- Ancient cultures and their influence of modern day Mexico.
- Poverty amongst the population in a country rich in natural resources
- Drug cartels and the increasing drug violence as cartels fight for control of the trafficking routes into the US
- Globalization and advances in technology, change products and practices of culture overtime.

Grade: 9-12	Unit: Three	Topic: México
New Jersey Core Curriculum Content Standards (NJCCCS):		
7.1.II.A.5, 7.1.II.A.6, 7.1.II.B.5, 7.1.II.C.2, 7.1.II.C.3, 7.1.II.C.4, 7.1.II.C.5, 7.1.IM.A.4, 7.1.IM.B.5		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>SLO # 1 Identify, discuss and demonstrate your knowledge and comprehension of the Aztecs, their culture, their religion, and their</p>	<ul style="list-style-type: none"> • How did the language of the Aztecs influence modern day Spanish? • How did the ancient civilization of Aztecs gain control of the social, political, 	<p><u>Video Discussion</u> Show the video(s) on "El Imperio Azteca". Provide students some guiding questions. In groups of three, students discuss and respond to questions. Report</p>	<p>El Imperio Azteca 1/5 - video https://www.youtube.com/watch?v=6bd6gIRghfA El Imperio Azteca 2/5 - video</p>	<p>The <i>Aztecs</i> were a Pre-Columbian Mesoamerican people of central Mexico in the 14th, 15th and 16th centuries. They called themselves <i>Mexica</i> from which the name of the</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>customs.</p> <p>7.1.II.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.B.5</p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.II.C.5</p> <p>Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p>	<p>religious and commercial circles?</p>	<p>back to the whole group. (similar activities can be implemented for all five videos)</p> <p><u>Compare/Contrast</u></p> <p>Compare and contrast the cultures of Aztec and modern Mexico.</p> <p><u>Conversation</u></p> <p>In pairs, converse about the Aztec civilization after watching the video "El Imperio Azteca- Grandes civilizaciones.</p>	<p>https://www.youtube.com/watch?v=KuGveRF5O7Y</p> <p>El Imperio Azteca 3/5 - video</p> <p>https://www.youtube.com/watch?v=XU5NpLhpYcE</p> <p>El Imperio Azteca 4/5 - video</p> <p>https://www.youtube.com/watch?v=4pNDMNXuiNo</p> <p>El Imperio Azteca 5/5 - video</p> <p>https://www.youtube.com/watch?v=HD0K1-Sc-6U</p> <p>El Imperio Azteca- Grandes civilizaciones- video</p> <p>https://www.youtube.com/watch?v=JKznxJ2YvVA</p>	<p>Republic of Mexico was derived.</p> <p>The <i>Mexica</i> people of the Aztec empire had compulsory education for everyone, regardless of gender or class.</p> <p><i>Montezuma II</i>, (1466-1520) was the ninth Aztec emperor of Mexico, famous for his dramatic confrontation with the Spanish conquistador <u>Hernán Cortés</u>.</p>
<p>SLO # 2</p> <p>Identify, discuss and</p>	<ul style="list-style-type: none"> How do religious beliefs shape the individual and 	<p><u>Video Discussion</u></p> <p>In pairs, discuss the Mayas</p>	<p>Los Mayas - video</p> <p>https://www.youtube.com/watch?v=JKznxJ2YvVA</p>	<p><i>Mayas</i> shared the same language, same religion</p>

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<p>demonstrate your knowledge and comprehension of the Mayas, their culture, their religion and their customs.</p> <p>7.1.IL.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.5</p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.5</p> <p>Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing,</p>	<p>culture?</p> <ul style="list-style-type: none"> How does art influence the shaping of a culture? 	<p>culture after watching the video on "los Mayas". Open the discussion to the whole group.</p> <p><u>Journal Entry</u></p> <p>Write a one to two page journal entry comparing and contrasting the Mayas' religion to your own personal beliefs and upbringing.</p> <p><u>Compare/Contrast</u></p> <p>Compare and contrast the modern day calendar with that of the Mayas.</p> <p><u>Reading Comprehension</u></p> <p>Read the passage on "Los Chac Mool y la Cultura Maya". Discuss with a partner the main ideas and then answer the questions at</p>	<p>atch?v=3KpvnqqJcwQ</p> <p>La religión maya</p> <p>http://sobrehistoria.com/la-religion-maya/</p> <p>El calendario maya</p> <p>http://sobrehistoria.com/el-calendario-maya/</p> <p>Avancemos 4</p> <p>Los Chac Mool y la Cultura Maya Textbook: p. 351</p>	<p>and same beliefs in Guatemala, Honduras, Belice and the Yucatán Península.</p> <p>Among the earliest Maya a single language existed, but by the Preclassic Period a great linguistic diversity developed among the various Maya people. In modern-day Mexico and Central America, around 5 million people speak some 70 Maya languages; most of them are bilingual in Spanish.</p> <p><i>Chichén Itzá</i> is a world-famous complex of Mayan ruins on Mexico's Yucatán Peninsula. A massive step pyramid known as El Castillo dominates the 6.5-sq.-km. ancient city, which thrived from around 600 A.D. to the 1200s.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
or through simulation.		the end of the passage.		
<p>SLO # 3 Identify, discuss and demonstrate your knowledge of Mexico and its culture, including food, music, religion(s), language(s), currency, celebrations, history and tourism.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	<ul style="list-style-type: none"> • How does being a polyglot help develop a person and their understanding of culture(s)? • What is the importance of a country's history? 	<p><u>Reading comprehension</u> Read the article on "Cultura y tradiciones". Organize the ideas and write a summary of the article. Share your summary with a partner.</p> <p><u>The arts</u> Visit the website of artesmexico.org. Select a piece of art and then write a short critique of your interpretation. Discuss with a partner your views.</p> <p><u>Una canción</u> Listen to the song "México en la piel" by Luis Miguel. Have students interpret the meaning and significance of the song. Share with a partner their observations. Listen to the song again, provide the lyrics, and then bring the whole group to</p>	<p>Cultura y tradiciones http://universidades-iberoamericanas.universia.net/mexico/vivir/cultura.html</p> <p>Artes Mexico http://www.artesmexico.org/</p> <p>Avancemos 4 Comparación Cultural El muralismo mexicanoamericano Textbook: p. 327</p> <p>Lugares turísticos de México - video https://www.youtube.com/watch?v=Vwah-6N7IU</p> <p>Avancemos 4 Conexiones: La arquitectura y el arte Textbook: p. 272</p>	<p>A war between the U.S. and Mexico spanned the period from spring 1846 to fall 1847. The war was initiated by the United States and resulted in Mexico's defeat and the loss of approximately half of its national territory in the north.</p> <p><i>El mariachi</i> is a small ensemble of street musicians in Mexico, usually featuring violin, guitar and trumpet players as well as vocalists.</p> <p>Mexican <i>peso</i> is the monetary unit used in Mexico. One peso is equal to 100 centavos.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.III.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>		<p>discuss.</p> <p><u>Touristic experience</u> Engage in a conversation with a partner about a visit/touristic experience you've had and/or about a visit you would like to have to a Spanish-speaking country. Include sites you would like to visit, foods you would like to try, etc...</p> <p><u>Short Narrative</u> Listen to the short narrative on Frida Kahlo. Answer the listening comprehension questions.</p> <p><u>Informal Writing</u> Write a reply email/ letter to a friend who lives in Mexico who will come to complete his/her studies in your city (State).</p>	<p>El sitio del Mariachi http://www.mariachi.com.mx/elmariachiorigenysignificado.html</p> <p>México en la piel - lyrics http://www.metrolyrics.com/mexico-en-la-piel-lyrics-luis-miguel.html</p> <p>México en la piel- canción de Luis Miguel https://www.youtube.com/watch?v=IZun_75X2Ig</p> <p>Avancemos 4 Comparación Cultural Textbook: p. 110</p> <p>Avancemos 4 Comparación Cultural Textbook: p. 205</p> <p>Avancemos 4 Short Narrative CD 3: Track 12 Textbook: TE p. 309F Textbook: SE p. 350</p>	<p><i>Frida Kahlo de Rivera</i>, born Magdalena Carmen Frieda Kahlo y Calderón, was a Mexican painter who is best known for her self-portraits. Kahlo's life began and ended in Mexico City, in her home known as the Blue House.</p> <p><i>Octavio Paz Lozano</i> was a Mexican poet-diplomat and writer. He is considered one of the most influential writers of the 20th century and one of the greatest Hispanic poets of all time.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<ul style="list-style-type: none"> express your reaction to the news describe your city and how it is different than his/her city in Mexico Describe some cultural activities that might interest him/her. 	<p>Avancemos 4 ¡Hablemos de arte! Maná Textbook: p. 283</p>	
<p>SLO # 4 Identify, discuss and demonstrate your knowledge of telenovelas as part of the Mexican culture and its impact on the Latino culture and worldwide.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most</p>	<ul style="list-style-type: none"> What is the impact of telenovelas on the Latin culture? How do telenovelas depict Mexican culture? 	<p><u>Journal Entry</u> Write a one page journal entry after watching the video “la cultura mexicana a traves de su cine y novelas”. Include in your entry the main points of interest and their importance on the culture. Read aloud to a partner.</p> <p><u>Discussion</u> In groups of three, discuss the impact of telenovelas on the Latin culture and their influence worldwide.</p>	<p>Las telenovelas mexicanas en el mundo - video https://www.youtube.com/watch?v=yDIRzBfzTR8</p> <p>La cultura mexicana a través de su cine y novelas - video https://www.youtube.com/watch?v=PkwUIMu2uIU</p> <p>Avancemos 4 Una telenovela dramática Textbook: p. 213C CD 2: Track 14</p>	<p><i>Telenovela</i> is a type of limited-run serial drama. The word combines <i>tele</i>, short for <i>televisión</i> or and <i>novela</i>, a Spanish word for "novel".).</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.B.5</p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>		<p><u>Compare/Contrast</u></p> <p>Compare and contrast Mexican telenovelas with American soap operas. Discuss with a partner similarities and differences. Report back to the whole group.</p>		
<p>SLO # 5</p> <p>Identify, discuss and demonstrate your comprehension of the effects drugs have on teenagers.</p> <p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<ul style="list-style-type: none"> • How is the United States fighting drug trafficking into the country? • How does trafficking and illegal substance abuse affect the generations to come? 	<p><u>Reading/Discussion</u></p> <p>Students read “El consumo de drogas en México” and write down main ideas in bullet format. In pairs, students paraphrase what was read and the problems caused by drug use, and then report back to the whole group.</p> <p><u>Journal Entry</u></p> <p>Write a one page journal entry about substance abuse</p>	<p>El consumo de drogas en México</p> <p>http://www.salud.gob.mx/unidades/cdi/documentos/CDM.htm</p> <p>México: Consumo de drogas inicia entre 12 y 15 años de edad</p> <p>http://www.excelsior.com.mx/nacional/2015/09/24/1047538</p>	<p><i>La guerra contra el narcotráfico en México</i> is an ongoing low-intensity asymmetric war between the Mexican Government and various drug trafficking syndicates.</p> <p>Arrests of key cartel leaders, particularly in the Tijuana and Gulf cartels, has led to increasing drug violence as</p>

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<p>7.1.II.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.II.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>		<p>and the impact it has on teenagers today.</p> <p><u>Compare/Contrast</u> Compare and contrast substance abuse amongst teenagers in Mexico and in your own city. Discuss your observations with a partner.</p> <p><u>Video-Think/Pair/Share</u> Watch the video "El mal uso de las drogas". Think about the consequences Rodrigo had to face, share your observations with a partner and then discuss with the whole group.</p>	<p>El mal uso de las drogas - video https://www.youtube.com/watch?v=Fh3qhtIm57s</p>	<p>cartels fight for control of the trafficking routes into the United States.</p> <p>One of the main factors driving the Mexican Drug war is the willingness of mainly lower-class people to earn easy money joining criminal organizations, and the failure of the government to provide the legal means for the creation of well paid jobs.</p>

Unit 3 Vocabulary
 Unidad 3: Vocabulario: México

<u>Vocabulario</u>		<u>Los adjetivos</u>	<u>Los verbos</u>
Los aztecas	Los guerreros	Tradicional	Gobernar
Las mayas	Los sacerdotes	Original	Hablar
El imperio	La vida cotidiana	Importante	Emplear
El principio	El origen	Diferente	Embargar
El territorio	El ritual	Fuerte	Terminar
La historia	El sacrificio	Feliz	Realizar
La caída	El mal uso	Leal	Resultar
La tradición	Las drogas	Triste	Actuar
La civilización	Los traficantes	Deprimente	Abusar de
La religión	El abuso de estupefacientes	Popular	Consumar
La cultura	Las medidas de prevención	Amable	Participar
El arte	El uso	Mexicano/mexicana	Visitar
Los costumbres	La tendencia	Simpático/simpática	Celebrar
Las tribus	El acción	Cariñoso/cariñosa	Desarrollar
Los indígenas	El diagnóstico	Malo/mala	Engañar
Los habitantes	La consecuencia	Bonito/bonita	Establecer
Los esclavos	El gobierno	Feo/fea	Perder
La zona central	El cartel	Obligatorio/obligatoria	Tener
La estructura	Las turistas	Dramático/dramática	Poder
El régimen	El turismo	Romántico/romántica	Proteger
Los nobles	Los lugares turísticos	Tramposo/tramposa	Parecer
La gente común	La telenovela	Poderoso/poderosa	Creer
El comercio	Los actores	Decidido/decidida	Ofrecer
El transporte	El drama	Amoroso/amorosa	Ser
La conquista	La tragedia	Adicto/adicta	Estar
Los conquistadores	El romance		Hacer
	El amor		
	El muralismo		

La colonización
El explorador
Los templos

Preferir
Pedir
Seguir
Permitir
Vivir

Revisión

La comida
Las celebraciones
Las preposiciones
El tiempo

Unit Project (Choose 1)

Unit Project (Suggested)	Unit Project (Suggested)
<p>1. Create a virtual trip through Mexico. Design a trip for a period of 10 days, include points of interest you will visit i.e. museums, historical sites, cities, etc... Include an itinerary, images of the places you will visit and a cost that will include airfare, hotel accommodations, entries to places of interest, food, etc...</p> <p>RUBRIC REQUIRED</p>	<p>2. Write a two page essay in Spanish on Mexico. Discuss why you are intrigued by this country, points of interest and other aspects that you are interested about Mexico. Your essay should be well organized, well written and should clearly defend your point of view.</p> <p>RUBRIC REQUIRED</p>