

Spanish IV Honors Curriculum



Grades 9-12

Unit 5: El Caribe: Cuba

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 5

Pacing Chart – Unit 5			
#	Student Learning Objective	CCSS	5 weeks
1	Identify, discuss and demonstrate your understanding of the political system in Cuba.	7.1.IL.A.5 7.1.IL.B.5 7.1.IM.A.4	
2	Identify and discuss Cuban immigration to the United States.	7.1.IL.A.5 7.1.IL.B.5 7.1.IL.C.5 7.1.IM.C.3	
3	Identify, discuss and demonstrate your knowledge of the culture in Cuba including geographical location, climate, food, and tourism.	7.1.IL.A.5 7.1.IL.A.6 7.1.IL.B.5 7.1.IM.C.3	
4	Identify, discuss and demonstrate your knowledge of the impact of Cuban artists in the US.	7.1.IL.A.5 7.1.IL.A.6 7.1.IL.B.5 7.1.IH.A.1 7.1.IM.C.3	

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

- Country ruled by a dictator and exercised through various mechanisms to ensure the power of one
- Immigration is a personal journey involving significant sacrifice, challenges and hope
- Tourism creates employment opportunities, new experiences and cultural integration

Grade: 9-12	Unit: Five	Topic: El Caribe: Cuba
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, 7.1.IM.C.3, 7.1.IH.A.1		
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
SLO # 1 Identify, discuss and demonstrate your understanding of the political system in Cuba. 7.1.II.A.5	<ul style="list-style-type: none"> • What is communism? • What are the characteristics of a dictator? • How does geographical setting influence the 	<u>Video Discussion</u> Watch the video on "Una nueva era de relaciones...". In pairs, discuss the content of the video and what does Cuba need to improve its relations with the US.	Una nueva era de relaciones entre Cuba y Los Estados Unidos http://www.univision.com/noticias/noticias-de-eeuu/eeuu-y-cuba-inician-una-nueva-era-de-relaciones-economicas-y-	<i>Cuba</i> is a large Caribbean island nation under communist rule and is best known for its white-sand beaches, rolling mountains, cigars and rum. <i>Communism</i> is the political

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<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>.</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>	<p>United States’ relationship with Cuba?</p> <ul style="list-style-type: none"> • How do the history and the political chapters of Cuba define its present circumstances? 	<p><u>Video comprehension</u></p> <p>Watch the video on "Curiosidades sobre la vida de Fidel Castro". Write a one page summary of your comprehension</p> <p><u>Reading Comprehension</u></p> <p>Read the text on "El sistema politico de Cuba". In pairs, discuss the text and then write a summary of your comprehension of the Cuban political system.</p> <p><u>Compare and Contrast</u></p> <p>Read the two articles on “concepto de comunismo” and “concepto de socialismo”. Using a Venn Diagram, compare the two and then discuss in a whole group setting.</p>	<p>politicas</p> <p>Curiosidades sobre la vida de Fidel Castro-video https://www.youtube.com/watch?v=3kZ8I-mTV9I</p> <p>El sistema politico de Cuba http://www.cubaminrex.cu/es/paginas-especiales/mirar-cuba/sistema-politico</p> <p>El comunismo http://concepto.de/comunismo/</p> <p>El socialismo http://concepto.de/socialismo/</p>	<p>and economic doctrine that aims to replace private property and a profit-based economy with public ownership and communal control of at least the major means of production (e.g., mines, mills, and factories) and the natural resources of a society.</p> <p><i>Fidel Castro</i> is a Cuban leader/dictator who lead the Cuban Revolution and served as President of Cuba from 1978 to 2008.</p> <p><i>Havana</i>, the capital, features well-preserved Spanish colonial architecture within its 16th-century core, Old Havana, loomed over by the pre-revolutionary Capitolio.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>SLO # 2 Identify and discuss Cuban immigration to the United States.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing,</p>	<ul style="list-style-type: none"> • What is identity? • How is self-identity defined in a new culture? • Do we lose our self-identity when we move to another country? • What does it mean to be bicultural? 	<p><u>Video Comprehension</u> Watch the video on "Agencias de EEUU mantienen ayuda para inmigrantes cubanos" and then write a summary of the your comprehension. Share your summary with a partner.</p> <p><u>Journal Entry</u> Write a journal entry about the following theme: "Why do people immigrate to another country?" You may include your personal journey and/or your parents' journey into the US.</p> <p><u>Video - Think/Pair/Share</u> Watch the video of "Un grupo de inmigrantes cubanos llegan a Miami Beach." Think about the challenges the group faced during their trip. In pairs,</p>	<p>Agencias de EEUU mantienen ayuda para inmigrantes cubanos - video http://www.martinoticias.com/media/video/cuba-estados-unidos-se-incrementa-emigracion-cubana-washington-la-habana/99151.html</p> <p>Un grupo de inmigrantes cubanos llegan a Miami Beach- text and video http://www.univision.com/noticias/noticias-de-eeuu/un-grupo-de-inmigrantes-cubanos-llegan-a-miami</p>	<p><i>Miami, Florida</i> is the second largest city in the U.S. with a Spanish-speaking population.</p> <p>As of 2012, they were 12 million Cubans living in the greater Miami area.</p> <p><i>La Pequeña Habana</i> or <i>Calle Ocho</i> is the area in west of Miami which is known for its festivals, restaurants and privately owned businesses.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>or through simulation.</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>discuss the various aspects discussed in the video, and then share with the whole group.</p> <p><u>Reading Comprehension/Dicussion</u> Read the excerpts from the Avancemos 4 textbook "El exilio". Discuss with a partner and then answer the questions. Teacher guides the whole group discussion.</p> <p><u>Identity Struggles</u></p> <ul style="list-style-type: none"> • Read the poem about a struggle between two parts of the poet’s identity. Then, assess how the poem contrasts facets of the poet’s personality. • Write a one page Journal entry about a time you were torn between two ideas and/or feelings. Explain and describe your ideas 	<p>beach-tras-seis-dias-en-el-mar</p> <p>Avancemos 4 Lectura Literaria A pesar de todo El exilio Textbook: pp 266-269</p> <p>Avancemos 4 Lectura Literaria A Julia de Burgos (fragmentos) Textbook: pp 270-271</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		clearly.		
<p>SLO # 3 Identify, discuss and demonstrate your knowledge of the culture in Cuba including geographical location, climate, food, 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"> • What is culture? • How do geographical location and climate affect culture? • How does the government affect tourism in Cuba? 	<p><u>Compare/Contrast</u> Compare and contrast the Cuban and American cultures.</p> <p><u>Cultura Cubana</u> Read various information on Cuba and its culture from casaparticularcuba.net and then participate in a whole group discussion.</p> <p><u>Itinerary</u> Using the information provided on "La Habana Vieja, Cuba", plan a one day itinerary visiting various sites in Old Havana. Include sites, times, and don't forget to take a lunch break.</p> <p><u>Video Discussion</u> Watch the video on "El</p>	<p>Ciudad de la Habana - Documental turístico - video https://www.youtube.com/watch?v=Rx-F8MYysQA</p> <p>Casa Particular Cuba http://www.casaparticularcuba.net/informacion-sobre-cuba.php</p> <p>La Habana Vieja, Cuba http://www.visitarcuba.org/la-habana-vieja</p> <p>El "boom" del turismo en Cuba http://elcomercio.pe/econom</p>	<p><i>La Habana Vieja</i> or Old Havana is the city-center and one of the 15 municipalities forming Havana, Cuba. It has the second highest population density in the city and contains the core of the original city of Havana.</p> <p><i>Ropa Vieja</i> is a Cuban dish consisting of stewed beef with vegetables. It originates from a Sephardi dish from the middle ages and is very popular in central and southern Spain.</p> <p><i>Sugar</i> is Cuba's most important agricultural product.</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.II.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>boom del turismo en Cuba" and then discuss with a partner your observations. How will the new reconciliation of the United States with Cuba affect Cuban economy?</p> <p><u>Journal Entry</u> Watch the video on "Moverse por Cuba es fácil" and then write a one page journal entry about it. Include places of attractions, cities, beaches and anything that you liked or disliked.</p> <p><u>Recipe exchange</u> Have students bring in their favorite Cuban recipe. Each student will explain the recipe, share with their peers why they like that particular dish and then share their recipes. Students are encouraged to bring extra copies for everyone.</p>	<p>ia/mundo/boom-turismo-cuba-video-noticia-1832658</p> <p>Moverse por Cuba es fácil https://www.youtube.com/watch?v=Baa_fmxxp_UM</p> <p>La gastronomía cubana http://www.visitarcuba.org/comida-cubana</p> <p>Gastronomía cubana desde Cuba - video https://www.youtube.com/watch?v=fkfO7T-sVd4</p>	<p><i>Tourism</i> has recently become Cuba's biggest growth industry. Having produced \$5.6 billion US dollars in 1996, it topped sugar as the country's greatest hard-currency earner. The tourist industry employs 1,109,000 people, or 10 percent of the population.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>SLO # 4 Identify, discuss and demonstrate your knowledge of the impact of Cuban artists in the US.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics</p>	<ul style="list-style-type: none"> • What is music? • What is art? • How did Latin sounds influence American music? • How did Cuban artists impact American culture? 	<p><u>Biographies</u> Teacher assigns each student a Cuban or Cuban-American artist. Students will research their individual artists and then present their biography as if they were the artist. Students are encouraged to bring in pictures of the artists and any other related images and/or artifacts.</p> <p><u>Reading Comprehension Think/pair/share</u> Teacher assigns groups of students to read segments of "La música cubana en los Estados Unidos". Each group will discuss their reading and then share with the whole group.</p> <p><u>Journal Entry</u> Read "La vida de Celia Cruz" and then write a one page journal entry on the impact Celia Cruz had in</p>	<p>Avancemos 4 Unidad 5: Lección 1 Tema: Arte a tu propio ritmo Textbook: pp 284-309 CD 3: Tracks 1, 2, 3, and 4 Script: TE p. 283C</p> <p>Historia de la música cubana http://www.americancomposers.org/cubahistory.htm</p> <p>La música cubana en los Estados Unidos http://www.encyclopediapr.org/esp/article.cfm?ref=11120907&page=1</p> <p>La vida de Celia Cruz http://www.biografiasyvidas.com/biografia/c/cruz.htm</p> <p>Gloria Estefan- Mi Tierra- una canción https://www.youtube.com/watch?v=WWAWQmhqWGo</p>	<p><i>José Martí</i> (1853-1895) is a poet and a journalist who spent his short life fighting for Cuban independence. He died in 1895 during a failed attempt to win freedom for Cuba.</p> <p><i>Salsa</i> emanates from the city's dance clubs and cabaret shows are performed at the famed Tropicana.</p> <p>Desiderio Alberto Arnaz y de Acha III, better known as Desi Arnaz or Desi Arnaz, Sr., was a Cuban-born American musician, actor, television producer, writer and director. He is best remembered for his role as Ricky Ricardo on the American television sitcom series <i>I Love Lucy</i>.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>studied in other content areas.</p> <p>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.</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>the United States and the Spanish-speaking countries.</p> <p><u>Mi Tierra</u> Listen to Gloria Estefan's song "Mi Tierra" and analyze the lyrics. Explain the importance of motherland and/or home country. Explain the importance of belonging.</p> <p><u>Yo Soy un Hombre Sincero -Versos Sencillos (1891)</u> Read the poem from José Martí and discuss with a partner the meaning behind it. Share your views with the whole group.</p>	<p>Poesía de José Martí - Versos Sencillos (1891) http://www.literatura.us/marti/sencillos.html</p> <p>Avancemos 3 Comparación Cultural Un estilo propio Textbook: p. 245</p>	<p>Gloria Estefan is a Cuban-born American artist who started her career as the leading vocalist of a band called "Miami Latin Boys" which was eventually known as "Miami Sound Machine".</p> <p><i>Amelia Peláez</i> is a Cuban artist who tried various forms of art during her career. From 1950-1962 Peláez dedicated her attention to decorating and designing ceramics and making murals. Two of her outstanding mural projects were one in ceramics for the Tribunal de Cuentas in 1953 and another in tessera for the hotel Habana-Hilton in 1958.</p>

Unit 5 Vocabulary

Unidad 5: Vocabulario: El Caribe: Cuba

<u>Vocabulario</u>		<u>Los adjetivos</u>	<u>Los verbos</u>
La historia	El gobierno	Tradicional	Acceder
La tradición	Las turistas	Original	Gobernar
La civilización	El turismo	Importante	Entrenar
La religión	Los lugares turísticos	Diferente	Emplear
La cultura	La pobreza	Fuerte	Embargar
El arte	El desempleo	Feliz	Encargar
Los costumbres	La población	Leal	Descifrar
Los habitantes	El crimen	Popular	Realizar
Los esclavos	El ladrón	Amable	Resultar
El comunismo	Los criminales	Simpático	Actuar
El socialismo	El artista	Peor	Participar
El dictador	La música	Cruel	Juntar
La dictadura	El cantante/ la cantante	Fatal	Crear
El futuro	El compositor/la compositora	Genial	Luchar
La separación	El director/la directora	Excéntrico/ excéntrica	Solucionar
El dolor	La banda	Adecuado/adeuada	Privar
La euforia	La orquesta sinfónica	Obligatorio/obligatoria	Mandar
El optimismo	El acordeón	Tramposo/tramposa	Desarrollar
Los prisioneros	El arpa	Poderoso/poderosa	Engañar
La guerra fría	La batería	Decidido/decidida	Adorar
La liberación	El contrabajo	Árido/árida	Idolatrar
La represión	La flauta	Cubano/cubana	Cantar
El comercio	El platillo	Abstracto/abstracta	Componer
El transporte	El saxofón		Establecer
Los guerreros	El tambor		Proteger
La vida cotidiana	El trombón		Parecer
	La trompeta		
	El violín		

			<p>Promover Creer Ofrecer Proveer Imponer Preferir Pedir Seguir Permitir Vivir Repartir Sufrir Combatir</p> <p><u>Revisión</u></p> <p>La comida Las celebraciones Las preposiciones El tiempo</p>
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Unit Project (Choose 1)

Unit Project (Suggested)	Unit Project (Suggested)
<p>1. Create a PPT on Cuba. Include in your PPT information on tourism, sites, food, dress code, dangerous parts of the country, do's and don'ts, etc.... Include images of sites, authentic dishes, modern wear, etc.... Present to the whole group.</p> <p>RUBRIC REQUIRED</p>	<p>2. Select a historical monument from Cuba and create a 3D model. Display all students' 3D models in a main area of your school for all to see.</p> <p>RUBRIC REQUIRED</p>