

# **Spanish IV Honors Curriculum**



**Grades 9-12**

**Unit 6: República Dominicana**

## *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 6

| # | Student Learning Objective   | CCSS  | 5 weeks |
|---|--|---|---------|
| 1 | Identify, discuss and demonstrate your understanding of the geographical location, the climate and travel to points of interest in Dominican Republic. | <b>7.1.IL.A.5</b><br><b>7.1.IL.B.5</b><br><b>7.1.IM.A.4</b>   |         |
| 2 | Identify, discuss and analyze poverty and its effects in the Dominican Republic.   | <b>7.1.IH.A.5</b><br><b>7.1.IH.A.6</b><br><b>7.1.IL.B.5</b><br><b>7.1.IM.C.3</b>                      |         |
| 3 | Identify and demonstrate your knowledge of Dominican immigration to the United States and the major cities influenced by the influx.                   | <b>7.1.IL.A.5</b><br><b>7.1.IL.B.5</b><br><b>7.1.IL.C.5</b><br><b>7.1.IM.C.3</b>                      |         |
| 4 | Identify, discuss and demonstrate your knowledge of the culture and gastronomy in Dominican Republic.  | <b>7.1.IL.A.5</b><br><b>7.1.IL.A.6</b><br><b>7.1.IL.B.5</b><br><b>7.1.IM.C.3</b>                      |         |
| 5 | Identify, discuss and demonstrate your knowledge of the impact of Dominican music, artists and celebrities in the United States.                       | <b>7.1.IL.A.5</b><br><b>7.1.IL.A.6</b><br><b>7.1.IL.B.5</b><br><b>7.1.IH.A.1</b><br><b>7.1.IM.C.3</b> |         |

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

## 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**

- More than 20% of the country's population lives in extreme poverty
- Poverty increases crime, violence, and drug trafficking
- Tourism creates employment opportunities, new experiences and cultural integration
- Hurricanes can be detrimental on the island during the rainy seasons

|  |                  |                                    |
|--|------------------|------------------------------------|
| <b>Grade: 9-12</b>   | <b>Unit: Six</b> | <b>Topic: República Dominicana</b> |
| <b>New Jersey Core Curriculum Content Standards (NJCCCS):</b><br><b>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.III.A.4, 7.1.III.B.5, 7.1.III.C.3, 7.1.III.A.1, 7.1.III.A.5, 7.1.III.A.6</b> |                  |                                    |
| <b>ACTFL Modes of Communication:</b> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>   |                  |                                    |

| NJDOE Student Learning Objectives  | Essential Question  | Sample Activities  | Resources  | Cultural Products, Practices, and Perspectives  |
|--|---|--|--|---|
| <b>SLO # 1</b><br><br>Identify, discuss and demonstrate your understanding of the geographical location, the climate and travel to | <ul style="list-style-type: none"> <li>• What is climate?</li> <li>• How does the geographical location of a country affect tourism?</li> </ul> | <b><u>Paquete Turístico</u></b><br><br>Read the "Paquete Turístico" on page 150 in the textbook. Create a mind map: in the center write "paquete" in a circle, | <b>Avancemos 4</b><br>Unidad 3: Lección 1<br>Tema: ¿Adónde vamos de vacaciones?<br>Textbook: pp 144-169<br>CD 2: Tracks 1, 2, 3, & 4<br>Script: TE p. 143C | The majority of the Dominican Republic enjoys beautiful tropical weather all year round, with the average annual temperature hovering around 25°C (77°F). |

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|--|---|---|--|--|
| <p>points of interest in Dominican Republic.</p> <p><b>7.1.II.A.5</b><br/>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.B.5</b><br/>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>.</p> <p><b>7.1.IM.A.4</b><br/>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"> <li>• What are the benefits of traveling to other countries?</li> <li>• How can we explore culture during our visit to a country?</li> </ul> | <p>and then write key phrases from the reading in additional circles to show the important details of the tour package. Share with the whole group.</p> <p><b><u>Reading Comprehension</u></b><br/>Read "Tarjeta Postal" on page 176 and answer comprehension questions in activity 5 on page 177. Share your answers with a partner.</p> <p><b><u>Postcard</u></b><br/>Write a postcard to your parents to inform them of your safe arrival to your destination in Dominican Republic. Include in your card your flight experience, transportation to your hotel and your experience at the hotel (registration, room, etc...)</p> | <p>Cuaderno: pp 45-51</p> <p><b>Clima de la República Dominicana</b><br/><a href="http://jmarcano.com/mipais/geografia/clima/index.html">http://jmarcano.com/mipais/geografia/clima/index.html</a></p> <p><b>Avancemos 4</b><br/>Contexto Tarjeta Postal<br/>Textbook: pp 176-177<br/>Actividades: 5-7</p> | <p>From June to November, the Dominican Republic can be affected by <i>hurricanes</i>, which, however, are most likely between August and October. The destructive hurricanes of category 4 or 5 are very rare, but when they directly hit a particular area, can cause considerable damage. Tropical storms, less intense than cyclones, are more frequent and hit the country on average once every two years.</p> <p><i>The Caribbean</i> population is extremely diverse. Those who live there typically have mixed background: Spanish and African. The Dominican Republic is the second most populated island with 9.5 million</p> |

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|-----------------------------------|--------------------|---|---|---|
|                                   |                    | <p><b><u>Reading Comprehension/discussion</u></b><br/>           In pairs, read the dialogue on page 182 of the textbook. Following the comprehension questions, discuss with your partner the content. You may write your answers in your notebook.</p> <p><b><u>Journal Entry</u></b><br/>           Write a one to two pages journal entry on a touristic site in the Dominican Republic i.e. all-inclusive resorts, major cities, and/or monuments. Include as many activities one can participate in or places one can visit.</p> <p><b><u>La industria turística en República Dominicana</u></b><br/>           Read the article “La industria turística en República Dominicana” and then write a summary. Share</p> | <p><b>Avancemos 4</b><br/>           Contexto Diálogo<br/>           Textbook: pp 182-183<br/>           Actividades 14-16</p> <p><b>Así es República Dominicana - Monumentos de la plaza de la cultura</b><br/> <a href="https://www.youtube.com/watch?v=4sY87gAy0Tc">https://www.youtube.com/watch?v=4sY87gAy0Tc</a></p> <p><b>Palacio Nacional de Republica Dominicana- video</b><br/> <a href="https://www.youtube.com/watch?v=sI44b-o22uw&amp;index=22&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutkctVU">https://www.youtube.com/watch?v=sI44b-o22uw&amp;index=22&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutkctVU</a></p> <p><b>La industria turística en República Dominicana</b><br/> <a href="https://economistadominicano.wordpress.com/2009/03/14/la-industria-turistica-en-">https://economistadominicano.wordpress.com/2009/03/14/la-industria-turistica-en-</a></p> | <p>inhabitants.</p> <p><i>Pico Duarte</i> is the highest peak in the Dominican Republic, and all the Caribbean islands. It is located about 53 miles north-east of the region's lowest point, Lake Enriquillo.</p> <p><i>Punta Cana</i> and <i>Puerto Plata</i> are two of the most desirable vacation spots in Dominican Republic.</p> <p><i>Tourism</i> is one of the most important economic activities of the Dominican Republic and one of the fastest growing in the Caribbean. According to data from the Caribbean Tourism Organization, the Dominican Republic received 5.14 million tourists in 2014.</p> |

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|--|--|---|---|---|
|  |  | your summary with a partner.  | <a href="http://republica-dominicana/">republica-dominicana/</a>  |   |
| <p><b>SLO # 2</b></p> <p>Identify, discuss and analyze poverty and its effects in the Dominican Republic.</p> <p><b>7.1.IH.A.5</b></p> <p>Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p><b>7.1.IH.A.6</b></p> <p>Analyze and critique readings from culturally authentic materials.</p> <p><b>7.1.II.B.5</b></p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> | <ul style="list-style-type: none"> <li>• What is poverty?</li> <li>• What is the role of the government in lowering poverty rates in the Dominican Republic?</li> <li>• What are the effects of poverty on health and wellness?</li> </ul> | <p><b><u>Critical Thinking</u></b></p> <p>In a bullet format, list major poverty factors and impacts. Watch the video on "la pobreza al desnudo- primer parte" and discuss with a partner. Share with the whole group.</p> <p>Watch the video on "la pobreza al desnudo-secunda parte" and discuss with a new partner. Share with the whole group.</p> <p>Revisit the original list created and make adjustments and changes if necessary.</p> <p><b><u>Reading Comprehension</u></b></p> <p>Read the article "República Dominicana: panorama general." Identify the main idea using supporting details</p> | <p><b>La pobreza al desnudo - primera parte - video</b><br/> <a href="https://www.youtube.com/watch?v=AvxFW8FbQtI">https://www.youtube.com/watch?v=AvxFW8FbQtI</a></p> <p><b>La pobreza al desnudo - secunda parte - video</b><br/> <a href="https://www.youtube.com/watch?v=EyvxsVpWIX8">https://www.youtube.com/watch?v=EyvxsVpWIX8</a></p> <p><b>República Dominicana: panorama general</b><br/> <a href="http://www.bancomundial.org/es/country/dominicanrepublic/overview">http://www.bancomundial.org/es/country/dominicanrepublic/overview</a></p> | <p>Half of Dominican Republic does not have access to clean water, and over half of the country does not have sanitary toilets. Healthcare is expensive and hard to find in rural areas.</p> <p>The <i>Dominican Republic</i>, receives the most tourists of all the Caribbean Islands, yet it ranks as the third poorest Caribbean country with a gross domestic product per capita of only \$9,700.</p> |

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|---|---|--|---|--|
| <p><b>7.1.IM.C.3</b><br/>           Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> |   | <p>from the text and write a short summary. Read aloud to a partner.</p> <p><b><u>Pobreza en el Caribe</u></b><br/>           Read the article “¿Por qué en el Caribe se mantiene la pobreza?” and then discuss with a partner the reasons for continued poverty in the Caribbean.</p> <p><b><u>Journal Entry</u></b><br/>           Write a journal entry about poverty and the impact on the people, on the country and globally. What can the government do to change the status quo?</p> | <p><b>¿Por qué en el Caribe se mantiene la pobreza? – El Heraldo</b><br/> <a href="http://www.elheraldo.co/noticias/economia/por-que-en-el-caribe-se-mantiene-la-pobreza-72296">http://www.elheraldo.co/noticias/economia/por-que-en-el-caribe-se-mantiene-la-pobreza-72296</a></p> |  |
| <p><b>SLO # 3</b><br/>           Identify and demonstrate your knowledge of Dominican immigration to the United States and the major cities influenced by</p>               | <ul style="list-style-type: none"> <li>• What is the identity of an immigrant?</li> <li>• How is self-identity defined in a new country/culture?</li> <li>• Do we lose our self-</li> </ul> | <p><b><u>Compare and Contrast</u></b><br/>           Read "La ñapa" from Avancemos 3 textbook and then create a comparison chart between the US and the Dominican Republic based on your reading.</p>  | <p><b>Avancemos 3</b><br/>           Comparación Cultural<br/>           Juan Luis Guerra<br/>           Textbook: p. 224</p> <p><b>Avancemos 3</b><br/>           Lectura Literaria: La ñapa</p>   | <p>Large-scale migration from the Dominican Republic to the United States began in the 1960s, in the wake of economic and political turbulence that occurred after dictator Rafael</p> |

| NJDOE Student Learning Objectives   | Essential Question  | Sample Activities   | Resources   | Cultural Products, Practices, and Perspectives  |
|---|---|---|---|---|
| <p>the influx.</p> <p><b>7.1.IL.A.5</b><br/>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.IL.B.5</b><br/>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IL.C.5</b><br/>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><b>7.1.IM.C.3</b><br/>Use language creatively to</p> | <p>identity when we move to another country?</p> <ul style="list-style-type: none"> <li>• What does it mean to bicultural?</li> </ul> | <p><b><u>Written Comprehension</u></b><br/>Based on your reading comprehension of "La ñapa", respond in writing to the questions on page 257 of the textbook. Share your answers with a partner.</p> <p><b><u>Biographical sketch</u></b><br/>Interview a person of your choice on their journey to the United States. Create a biographical sketch using the information gathered from the interview.<br/>Teacher: brainstorm with students questions that they can use in their interview.</p> <p><b><u>Survey</u></b><br/>Conduct a survey in your school to determine the percentage of the various ethnic groups present in your town. Create a chart as a final presentation of the</p> | <p>Textbook: pp 254-257<br/>CD 8: Track 10</p> <p><b>Avancemos 3</b><br/>Un bosquejo biográfico<br/>Textbook: p. 258</p> <p><b>Diario Libre</b><br/><b>La población dominicana en Estados Unidos es de 1.5 millones</b><br/><a href="http://www.diariolibre.com/noticias/la-poblacion-dominicana-en-estados-unidos-es-de-1-5-millones-PDDL389240">http://www.diariolibre.com/noticias/la-poblacion-dominicana-en-estados-unidos-es-de-1-5-millones-PDDL389240</a></p> | <p>Trujillo was killed by rebels in 1961 and the U.S. military and other government agencies intervened.</p> <p>A report by the Pew Center on United States' Latino population confirms that 1.5 million Dominicans live in the nation, or 2.9% of the total population. The study notes that the statistic is valid until 2011, and was also confirmed by the 2010 Census, which found that Dominicans are the fifth largest Hispanic population in the U.S., while the 33.5 million Mexicans continue at first place (64.6%).</p> |

| NJDOE Student Learning Objectives  | Essential Question   | Sample Activities   | Resources   | Cultural Products, Practices, and Perspectives   |
|--|--|---|---|--|
| respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.   |  | gathered information.   |   |  |
| <p><b>SLO # 4</b></p> <p>Identify, discuss and demonstrate your knowledge of the culture and gastronomy in Dominican Republic.</p> <p><b>7.1.II.A.5</b></p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b></p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic</p> | <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• How do geographical location and climate affect culture?</li> <li>• What are some of the factors for touristic boom?</li> </ul> | <p><b><u>Compare/Contrast</u></b></p> <p>Compare and contrast the cultures of the Dominican Republic and of the United States (and/or your own culture).</p> <p><b><u>Video Discussion</u></b></p> <p>Watch the video on "La herencia aricana en la cultura dominicana" and discuss with a partner the topics.</p> <p><b><u>Summary</u></b></p> <p>Watch the video "Orgullo de mi tierra, descubre Puerto Plata" and write a summary of your observations. Discuss with</p> | <p><b>La cultura dominicana</b><br/> <a href="http://www.monografias.com/trabajos81/la-cultura-dominicana/la-cultura-dominicana.shtml">http://www.monografias.com/trabajos81/la-cultura-dominicana/la-cultura-dominicana.shtml</a></p> <p><b>Herencia africana en la cultura dominicana!-video</b><br/> <a href="https://www.youtube.com/watch?v=RBu-33-xIPk">https://www.youtube.com/watch?v=RBu-33-xIPk</a></p> <p><b>"Artesanía dominicana, un arte popular"- video</b><br/> <a href="https://www.youtube.com/watch?v=xGlie9G8LDI&amp;index=13&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutkctVU">https://www.youtube.com/watch?v=xGlie9G8LDI&amp;index=13&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutkctVU</a></p> <p><b>Orgullo de Mi Tierra,</b></p> | <p><i>Caribbean Carnivals</i> are very common in Caribbean countries. Neighborhoods organize floats, which are then entered into competitions and are awarded prizes at the end of the Carnival.</p> <p><i>Tropical Fruits</i> found in the tropics grow to incredible sizes. The soil is rich in nutrients and the warm climate helps these fruits grown to incredible sizes. In the Caribbean, a papaya is about the size of a very big eggplant and pineapples are one and a half times bigger than found in the U.S.</p> |

| NJDOE Student Learning Objectives  | Essential Question   | Sample Activities   | Resources   | Cultural Products, Practices, and Perspectives  |
|--|--|---|---|---|
| <p>materials.</p> <p><b>7.1.IL.B.5</b><br/>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IM.C.3</b><br/>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> |  | <p>the whole group.</p> <p><b>Recipe exchange</b><br/>Have students bring in their favorite Dominican 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><b>Descubre Puerto Plata-video</b><br/><a href="https://www.youtube.com/watch?v=wUxH52nDokE&amp;index=28&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutkctVU">https://www.youtube.com/watch?v=wUxH52nDokE&amp;index=28&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutkctVU</a></p> <p><b>Platos típicos de República Dominicana</b><br/><a href="http://hoyvida.org/platos-tipicos-de-republica-dominicana/">http://hoyvida.org/platos-tipicos-de-republica-dominicana/</a></p> <p><b>Gastronomía Dominicana</b><br/><a href="http://www.turismosantodomingo.com/gastronom%C3%ADa.html">http://www.turismosantodomingo.com/gastronom%C3%ADa.html</a></p> |   |
| <p><b>SLO # 5</b></p> <p>Identify, discuss and demonstrate your knowledge of the impact of Dominican music, artists and celebrities in the United States.</p>  | <ul style="list-style-type: none"> <li>• What is music?</li> <li>• What is art?</li> <li>• What is the impact of music on teenagers?</li> <li>• How did Latin sounds influence American</li> </ul> | <p><b>Video Discussion</b><br/>Watch the video "Escuelita de Música el Conde". Analyze and critique the information provided. Do you find their approach beneficial? Support your opinion.</p>  | <p><b>Escuelita de Música El Conde-video</b><br/><a href="https://www.youtube.com/watch?v=NNYj8xilifU&amp;index=25&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutkctVU">https://www.youtube.com/watch?v=NNYj8xilifU&amp;index=25&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutkctVU</a></p> <p><b>Tributo María Montez-</b></p>  | <p><i>Merengue</i> is a type of music and dance originating in the Dominican Republic which has become one of the most popular genres throughout Latin America and major cities in the United States.</p> |

| NJDOE Student Learning Objectives  | Essential Question | Sample Activities   | Resources  | Cultural Products, Practices, and Perspectives  |
|--|--------------------|---|--|---|
| <p><b>7.1.II.A.5</b><br/>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b><br/>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p><b>7.1.II.B.5</b><br/>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IH.A.1</b><br/>Analyze and critique</p> | <p>music?</p>      | <p><b><u>Summary</u></b><br/>Write a summary of Maria Montez' life after watching the video.</p> <p><b><u>Biography Review</u></b><br/>In pairs, assign students one person's biography to read from the article "10 famosos extranjeros de origen dominicano." Each pair will report back on their person.</p> <p><b><u>School Newspaper Article</u></b><br/>Have students work in small groups to write an article or advertisement for the school newspaper about the merengue. Students in each group should take one of the following roles: editor (a), periodista, or fotógrafo (a) and talk about what they need to do to produce the end product (investigar, explicar, describir, presentar). Students present the final product to the</p> | <p><b>video</b><br/><a href="https://www.youtube.com/watch?v=zgKJcVs-j30&amp;index=35&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutketVU">https://www.youtube.com/watch?v=zgKJcVs-j30&amp;index=35&amp;list=PLT7TVuOnr3k333G6xyNLvP9OcEutketVU</a></p> <p><b>Avancemos 2</b><br/>Música<br/>Textbook: pp C8-C9<br/>Textbook: pp C24-C25</p> <p><b>10 famosos extranjeros de origen dominicano</b><br/><a href="http://www.dagosanchez.com/10-famosos-extranjeros-de-origen-dominicano/">http://www.dagosanchez.com/10-famosos-extranjeros-de-origen-dominicano/</a></p> <p><b>Fernando Villalona- Mi Patria - una canción</b><br/><a href="https://www.youtube.com/watch?v=LpHAYs5UHRI">https://www.youtube.com/watch?v=LpHAYs5UHRI</a></p> <p><b>Fernando Villalona- Mi Pueblo - una canción</b><br/><a href="https://www.youtube.com/watch?v=zTeNEtzD0tk">https://www.youtube.com/watch?v=zTeNEtzD0tk</a></p> | <p>More than 50 percent of international dance music comes from the Caribbean region.</p> <p><i>Bachata</i> is a type of music and dance that originated in the Dominican Republic in the early parts of the 20th century with the European, Indigenous, and African descendents in the country.</p> <p><i>Requinto</i> is a six-stringed guitar that is about 18 percent smaller than a regular guitar. Bachata guitarist such as Edilio Paredes used in their recordings in the early 1960's.</p> <p><i>Larimar</i>, also called "Stefilia's Stone", is a rare blue variety of the silicate mineral pectolite found only in the Dominican</p> |

| NJDOE Student Learning Objectives   | Essential Question | Sample Activities  | Resources  | Cultural Products, Practices, and Perspectives   |
|---|--------------------|--|--|--|
| <p>information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p><b>7.1.IM.C.3</b><br/>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> |                    | <p>whole group.</p> <p><b><u>Compare and Contrast</u></b><br/>Compare and contrast merengue or bachata to another type of dance from a Spanish-speaking country.</p> | <p><b>Edilio Paredes- Porque tu me buscas - una canción</b><br/><a href="https://www.youtube.com/watch?v=252mVF1WLVQ">https://www.youtube.com/watch?v=252mVF1WLVQ</a></p> <p><b>Origenes de la Bachata</b><br/><a href="http://www.educando.edu.do/articulos/docente/origenes-de-la-bachata/">http://www.educando.edu.do/articulos/docente/origenes-de-la-bachata/</a></p> <p><b>El Merengue, su historia</b><br/><a href="http://www.educando.edu.do/articulos/docente/el-merengue-su-historia/">http://www.educando.edu.do/articulos/docente/el-merengue-su-historia/</a></p> <p><b>Salsa, merengue y bachata ... Video + Text</b><br/><a href="http://www.nacion.com/ocio/danza/Salsa-merengue-adiccion-Costa-Rica_0_1490850959.html">http://www.nacion.com/ocio/danza/Salsa-merengue-adiccion-Costa-Rica_0_1490850959.html</a></p> | <p>Republic, in the Caribbean. Its coloration varies from white, light-blue, green-blue to deep blue. <i>Larimar</i> jewelry is offered to the public in the Dominican Republic, and elsewhere in the Caribbean as a local specialty. Most jewelry produced is set in silver, but sometimes high-grade <i>larimar</i> is also set in gold.</p> |

## Unit 6 Vocabulary

### Unidad 6: Vocabulario: República Dominicana

| <b><u>Vocabulario</u></b> |                          | <b><u>Los adjetivos</u></b> | <b><u>Los verbos</u></b> |
|---------------------------|--------------------------|-----------------------------|--------------------------|
| Un viaje                  | Las turistas             | Tradicional                 | Reservar                 |
| Un pasaje de avión        | El turismo               | Tropical                    | Planear                  |
| Una reservación           | Un viaje                 | Lluvioso                    | Viajar                   |
| Una habitación            | Los lugares turísticos   | Soleado                     | Satisfacer               |
| Una habitación sencilla   | El folleto               | Caluroso                    | Organizar                |
| Una habitación doble      | La pobreza               | Fresco                      | Abrir                    |
| El alojamiento            | El desempleo             | Pobre                       | Cerrar                   |
| La clase turista          | La población             | Rico/rica                   | Confirmar                |
| El cuarto libre           | La música dominicana     | Distraído/distraída         | Incluir                  |
| En tránsito               | El baile                 | Caracterizado/caracterizada | Romper                   |
| El pasaporte              | El salón de baile        | Excéntrico/ excéntrica      | Ver                      |
| La visa                   | La pista de baile        | Adecuado/adeuada            | Pagar                    |
| La tarjeta de turista     | El merengue              | Obligatorio/obligatoria     | Cantar                   |
| El consulado              | La bachata               | Tramposo/tramposa           | Bailar                   |
| La embajada               | El requinto              | Decidido/decidida           | Comer                    |
| Un vuelo de ida y vuelta  | El huracán               | Árido/árida                 | Distraer                 |
| Un vuelo directo          | El clima                 | Abstracto/abstracta         | Ocupar                   |
| Sin escalas               | El pronóstico            | Cerrado/cerrada             | Desocupar                |
| Primera clase             | La temperatura           | Reservado/reservada         | Hospedar                 |
| Un hotel                  | La humedad               | Incluido/incluida           | <b><u>Revisión</u></b>   |
| El servicio de habitación | Las tormentas tropicales | Confirmado/confirmada       | La comida                |
| La recepción              | La playa                 | Pagado/pagada               | Las celebraciones        |
| La excursión              | El mar                   | Satisfecho/satisfecha       | Las preposiciones        |
| El recuerdo               | La marea                 | Modificado/modificada       | El tiempo                |
| El gobierno               | El alga                  | Dominicano/dominicana       | La ropa                  |
|                           | La arena                 |                             |                          |

**Unit Project (Choose 1)**

| Unit Project (Suggested)  | Unit Project (Suggested)  |
|---|---|
| <p>1. You are a travel agent who is advertising for dream vacations to Dominican Republic. Create a brochure to present to clients in an effort to book their flight. Brochures should be for one area i.e. Puerto Plata, Santo Domingo, etc... Include colored images, destination points, a summary of what one can do and where one can go while visiting the specific part of DR.<br/>Present your brochure to the whole group.</p> <p><b>RUBRIC REQUIRED</b></p> | <p>2. You are a celebrity chef. Create a video of yourself preparing the most delicious Dominican food. Include step by step instructions, ingredients, preparation and cooking time. Show your final product and feel free to bring it to class to share.<br/>Provide a copy of typed instructions with ingredients to your teacher.</p> <p><b>RUBRIC REQUIRED</b></p> |