

World Languages Curriculum

Spanish IV 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:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- 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 and narratives on a variety of topics
- Describe the products, practices and perspectives of the target culture
- 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 global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview:

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course 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 Spanish IV consist of the following:

Unit 1 California, el suroeste y otros estados

Unit 2 Centroamérica: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica y Panamá

Unit 3 México

Unit 4 Sudamérica: Venezuela, Colombia, Ecuador, Perú, Bolivia, Chile, Paraguay, Uruguay, Argentina

Unit 5 El Caribe: Cuba

Unit 6 República Dominicana

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

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#	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 <i>telenovelas</i> 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
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Individual Response Boards
- Tiered/Multilevel Activities
- Learning Centers
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessments**
- Accountable Talk, Debate, Oral Report, Role Playing, Think/ Pair/ Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- Homework
- Concept Mapping
- Primary and Secondary Source Analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip

Enduring Understanding

- Ancient cultures still have an influence on modern day Mexico.
- Although rich in natural resources, the distribution of those resources has historically meant a people living in poverty.
- The establishment of drug cartels in Mexico has resulted in 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 a culture over time.

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
SLO # 1 Identify, discuss and demonstrate your	<ul style="list-style-type: none"> • How did the language of the Aztecs influence modern day 	<u>Video Discussion</u> Show the video(s) on " <i>El Imperio Azteca</i> ". Provide	El Imperio Azteca 1/5 - video https://www.youtube.com/w	The <i>Aztecs</i> were a Pre-Columbian Mesoamerican people of central Mexico in the 14th, 15th and 16th

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>knowledge and comprehension of the Aztecs, their culture, their religion, and their customs.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <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.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing,</p>	<p>Spanish?</p> <ul style="list-style-type: none"> How did the ancient Aztec civilization gain control of the social, political, religious and commercial circles? 	<p>some guiding questions. Students answer questions in groups of two and submit. (Similar activities can be implemented for all 5 videos).</p> <p><u>Compare/Contrast</u> Compare and contrast the Aztec culture with that of modern Mexico.</p> <p><u>Popol Vuh:</u> View the video about the Mayan Bible, the Popol Vuh where man's origin from corn is explained. In groups of four, write and illustrate a children's story about the <i>Popol Vuh</i>.</p> <p><u>Magic Box</u> Use the magic box technique for learning the new vocabulary associated with the Aztec Indians and their bartering products: jaguar skins, tropical-bird feathers, rubber, cotton, <u>chocolate</u>, and</p>	<p>atch?v=6bd6glRghfA El Imperio Azteca 2/5 - video https://www.youtube.com/watch?v=KuGveRF5O7Y</p> <p>El Imperio Azteca 3/5 - video https://www.youtube.com/watch?v=XU5NpLhpYcE</p> <p>El Imperio Azteca 4/5 - video https://www.youtube.com/watch?v=4pNDMNXuiNo</p> <p>El Imperio Azteca 5/5 - video https://www.youtube.com/watch?v=HD0K1-Sc-6U</p> <p>El Imperio Azteca-Grandes civilizaciones-video https://www.youtube.com/watch?v=JKznxJ2YvVA</p>	<p>centuries. They called themselves <i>Mexica</i> from which the name of the 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>Moctezuma II</i>, (1466-1520) was the ninth Aztec emperor of Mexico, famous for his dramatic confrontation with the Spanish conquistador <i>Hernán Cortés</i>. Cortés was assisted with translation by an Aztec princess, <i>la Malinche</i>.</p> <p>According to legend, Mexico City (Mexico DF), originally the Aztec capital of <i>Tenochtitlan</i>, was built on a lake where a serpent</p>

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or through simulation.		<p>cacao beans. Be sure to follow the hierarchy of questions.</p> <p><u>Imaginary Animal</u></p> <p>The Mayans had their own mythology, some of which had to do with animals such as the jaguar. Students are given paper to draw an imaginary animal according to Mayan preferences. Be creative in naming the animal. Illustrate the animal followed by a paragraph describing how it moves, what it eats and what it looks like. Evaluate with a rubric and post in the classroom.</p>		was seen posing on a cactus.
<p>SLO # 2</p> <p>Identify, discuss and demonstrate your knowledge and comprehension of the Mayas, their culture, their</p>	<ul style="list-style-type: none"> How do religious beliefs shape individuals and their culture? 	<p><u>Stump the Competition</u></p> <p>Using websites below about the Mayan civilizations, designs a series of questions that will stump the opposite team. Students are allowed to have websites up and open</p>	<p>Los Mayas - video</p> <p>https://www.youtube.com/watch?v=3KpvnqqJcwQ</p> <p>La religión maya</p>	<p><i>Mayas</i> in Guatemala, Honduras, Belice and the Yucatán Península shared the same language, the same religion and the same beliefs.</p> <p>Among the earliest Maya, a</p>

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<p>religion and their customs.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <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.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>	<ul style="list-style-type: none"> How does art contribute to shaping culture? 	<p>while the questions are in play. Time limits for answering each question will be set at 15 seconds.</p> <p>https://kidskonnnect.com/history/ancient-mayan/</p> <p>http://www.ancient-code.com/20-facts-ancient-maya-civilization/</p> <p><u>Compare/Contrast</u></p> <p>The Aztecs were considered great astronomers. Because of their study of the skies, they created the first calendar. Compare and contrast the modern day calendar with that of the Mayas/Aztecs.</p> <p><u>Reading Comprehension</u></p> <p>Read the passage on "<i>Los Chac Mool y la Cultura Maya</i>". Discuss with a partner the main ideas and then answer the questions at the end of the passage.</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>single language existed, but by the Pre-classic Period a great linguistic diversity developed among the various Maya people. In modern-day Mexico and Central America, nearly 5 million people speak some 70 Mayan 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 <i>El Castillo</i> 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
<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> <p>7.1.II.B.5</p>	<ul style="list-style-type: none"> How does being a polyglot help develop a person and his/her understanding of culture(s)? What is the importance of a country's history? 	<p><u>Reading comprehension</u> Read the article on "<i>Cultura y tradiciones</i>". Organize the ideas and write a summary of the article. Share your summary with a partner.</p> <p><u>Art Critic</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 "<i>México en la piel</i>" by Luis Miguel. Students interpret the meaning and significance of the song while completing a Cloze activity.</p> <p><u>Tourist Experience</u> Engage in a conversation with a partner about a visit/touristic experience you've had and/or</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>El sitio del Mariachi http://www.mariachi.com.m</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>The Mexican <i>peso</i> is the monetary unit used in Mexico. One peso is equal to 100 centavos.</p> <p><i>Frida Kahlo</i>, wife of <i>Diego Rivera</i>, was born</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IM.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>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></p> <p>Listen to the short narrative on Frida Kahlo. Answer the listening comprehension questions.</p> <p><u>Diego Vs. Frida</u></p> <p>Your teacher will show you samples of Mexican artwork painted by Frida Kahlo and her husband, Diego Rivera. Identify the painter based on the picture's theme and expression.</p> <p><u>Sequence</u></p> <p>After listening to the teacher narrate the biographies of Frida and Diego, pairs of students spill out the contents of the envelopes they were given. They first sort the</p>	<p>x/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>Avancemos! 4</p>	<p>Magdalena Carmen Frieda Kahlo y Calderón. She 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. Diego Rivera is known for painting murals that depict the everyday life of the common people.</p> <p>Octavio Paz Lozano 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
		<p>details according to whether they pertain to Frida or Diego, then sequence the activities in chronological order.</p> <p><u>Exchange Student</u></p> <p>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> <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>¡Hablemos de arte! Maná Textbook: p. 283</p>	
<p>SLO # 4 Identify, discuss and demonstrate your knowledge of <i>telenovelas</i> as part of the Mexican culture and its impact on the Latino culture and</p>	<ul style="list-style-type: none"> • What is the impact of <i>telenovelas</i> on Latin American culture? • How do <i>telenovelas</i> 	<p><u>Journal Entry</u></p> <p>Write a one-page journal entry after watching the video “<i>la cultura mexicana a través de su cine y novelas</i>”. Include in your entry the main points of interest and their</p>	<p>Las telenovelas mexicanas en el mundo - video https://www.youtube.com/watch?v=yDlRzBfzTR8</p> <p>La cultura mexicana a</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>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 supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <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>portray people of Mexican descent?</p>	<p>importance on the culture. Use your findings as a springboard to the class discussion.</p> <p><u>Discussion</u></p> <p>In groups of three, discuss the impact of <i>telenovelas</i> on the Latin culture and their influence worldwide.</p> <p><u>Compare/Contrast</u></p> <p>Compare and contrast Mexican <i>telenovelas</i> with American soap operas. Discuss with a partner similarities and differences. Create a Venn diagram in pairs.</p> <p><u>Producers!</u></p> <p>Design a scene from a <i>telenovela</i>. Be prepared to act it out in front of the class.</p> <p><u>Casting Call</u></p> <p>You are trying out for a <i>telenovela</i>. Write and submit</p>	<p>través de su cine y novelas - video</p> <p>https://www.youtube.com/watch?v=PkwUIMu2uIU</p> <p>Avancemos! 4 Una telenovela dramática Textbook: p. 213C CD 2: Track 14</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		your CV, highlighting those experiences (fictitious) that have equipped you for success as an actor/actress.		
<p>SLO # 5 Identify, discuss and demonstrate your comprehension of the effects drugs have on teenagers.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <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</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 have long-term effects on future generations? 	<p><u>Reading/Discussion</u> Students read “<i>El consumo de drogas en México</i>” and write down main ideas in bullet format. In pairs, students paraphrase what was read and the problems cause by drug use then report back to the whole group.</p> <p><u>Journal Entry</u> Write a one-page journal entry about substance abuse and the impact it has on teenagers today.</p> <p><u>Compare/Contrast</u> Compare and contrast</p>	<p>El consumo de drogas en México http://www.salud.gob.mx/unidades/cdi/documentos/CDM.htm</p> <p>México: Consumo de drogas inicia entre 12 y 15 años de edad http://www.excelsior.com.mx/nacional/2015/09/24/1047538</p> <p>El mal uso de las drogas - video https://www.youtube.com/watch?v=Fh3qhtIm57s</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 Tijuana and the Gulf cartels, has led to increasing drug violence as cartels fight for control of the trafficking routes into the United States.</p> <p>One of the main factors driving the Mexican Drug</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<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>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>		<p>substance abuse among teenagers in Mexico and in your own city. Discuss your observations with a partner.</p> <p><u>Video-Think/Pair/Share</u></p> <p>Watch the video "<i>El mal uso de las drogas</i>". Think about the consequences Rodrigo had to face. Share your observations with a partner and then discuss with the whole group.</p> <p><u>Moderator</u></p> <p>Using the images found at http://www.medicinenet.com/teen_drug_abuse_pictures_slideshow/article.htm, narrate the PowerPoint in Spanish, telling the effects of drugs on teenage brains.</p>		<p>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
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Unit 3 Grammar

This Unit will focus on the following grammatical concepts:

- Verb tense review:
 - Present
 - Present perfect
 - Present progressive
 - Future
 - Conditional
 - Preterit
 - Imperfect
- Reflexive verbs
- Stem changing verbs
- Polite commands with Ud. and Uds.
- The passive voice

Unit Project (Choose 1)

1. Create a virtual trip through Mexico. Design a trip for a period of six (6) days; include points of interest that you will visit such as museums, historical sites, cities, etc.... Include an itinerary, images of the places you will visit and the final cost of the trip including airfare, hotel accommodations, entries to places of interest and meals.

Rubric Required

2. **Muralism.** This popular art form was made famous by Diego Rivera. Create a mural about the ancient Indian civilizations showing their way of life. Incorporate the products and practices of their civilization. Attach a one-page narrative where you interpret your work. This project will be handed in and graded according to a rubric.

Rubric Required