

World Languages Curriculum

Spanish IV Curriculum



Grades 9-12

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

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 4

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#	Student Learning Objective	CCSS	6 weeks
1	Identify, discuss and demonstrate your knowledge and comprehension of South America's climate and colonization.	7.1.IL.A.5 7.1.IL.B.5 7.1.IL.C.5 7.1.IM.A.4	
2	Identify, discuss and demonstrate your knowledge of Venezuela and Colombia, including culture, food, music, religion, currency, celebrations, history and tourism.	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 Ecuador and Peru, including culture, food, music, religion, 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 Bolivia and Chile, including culture, food, music, religion, currency, celebrations, history and tourism.	7.1.IL.A.5 7.1.IL.A.6 7.1.IL.B.5 7.1.IH.A.1	
5	Identify, discuss and demonstrate your knowledge of Paraguay, Uruguay and Argentina, including culture, food, music, religion, currency, celebrations, history and tourism.	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

- Extreme geographic variation contributes to the continent’s large number of biomes.
- South America is a patchwork of stunning landscapes with its snow-capped mountains, treacherous jungles, surreal deserts and spectacular mountain ranges.
- Location affects the quality of life of a nation’s people.
- Poverty and hunger affect thousands of people in South America
- Illegal narcotics trade in South America is among the highest in the world

Grade: 9-12	Unit: Four	Topic: Sudamérica: Venezuela, Colombia, Ecuador, Perú, Bolivia, Chile, Paraguay, Uruguay, Argentina
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 knowledge and comprehension of South	<ul style="list-style-type: none"> • What causes climate change? • How does climate 	<u>Map</u> Draw a map of South America; label the countries, include capitals and identify the oceans and seas.	Clima de América del sur- Un menú para todos los gustos... http://www.unique-southamerica-travel-	<i>South America 's</i> climate differs from one region to another. The Amazon river basin has the typical hot wet climate suitable for the growth of rain

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<p>America's climate and colonization.</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, or through simulation.</p> <p>7.1.IM.A.4 Use target language to</p>	<p>change affect our world?</p> <ul style="list-style-type: none"> • How does climate influence the activities of a people? • Why was colonization important for the development of South America? 	<p><u>Listening Activity</u></p> <p>Play the country and capitals song for students to recite and view.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=mAoj0IuVoes • https://www.youtube.com/watch?v=yYSHaL2uGGE <p><u>Compare/Contrast</u></p> <p>Compare and contrast the weather conditions and the climate of two South American countries.</p> <p><u>Narration en Español</u></p> <p>Show the video: https://www.youtube.com/watch?v=W5410T79pCo for students to narrate in Spanish. Volunteers take turns describing each landmark as it is shown on the screen.</p> <p><u>Listening Comprehension</u></p> <p>Watch the video on</p>	<p>experience.com/climate-america-del-sur.html</p> <p>Banderas de Sudamérica</p> <p>http://www.unique-southamerica-travel-experience.com/banderas-de-sudamerica.html</p> <p>Colonización e Independencia de Suramérica En 5 Minutos - video</p> <p>https://www.youtube.com/watch?v=M8eE7orR34w</p> <p>Aldea Latinoamericana - Por la Geografía de América Latina - video</p> <p>https://www.youtube.com/watch?v=2jN3kP-gM2o</p>	<p>forests. The desert region of Chile is the driest part of South America.</p> <p>The highest temperatures in South America have been recorded in <i>Gran Chaco in Argentina</i>, with temperatures climbing to 110 degrees Fahrenheit. The wettest place is <i>Quibdo in Columbia</i>. It receives an annual rainfall of 350 inches (890 centimeters).</p> <p>Colonial expansion under the crown of Castile was initiated by the Spanish <i>conquistadores</i> and developed by the Monarchy of Spain through its administrators and missionaries. The motivations for colonial expansion were trade and the spread of the Catholic faith through the conversion of the indigenous people.</p>

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<p>paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>		<p><i>"Colonización e Independencia de Suramérica en 5 Minutos"</i> and then write a summary of your observation. Read aloud to a partner.</p> <p><u>Think/Pair/Share</u></p> <p>Watch the video <i>"Aldea Latinoamericana - Por la Geografía de América Latina"</i>. In pairs, discuss the contents and your observation.</p>		
<p>SLO # 2</p> <p>Identify, discuss and demonstrate your knowledge of Venezuela and Colombia, including culture, food, music, religion, currency, celebrations, history and tourism.</p> <p>7.1.IL.A.5</p> <p>Demonstrate comprehension of conversations and written</p>	<ul style="list-style-type: none"> • How do religious beliefs shape culture? • How does art contribute to shaping culture? • What are the key characteristics of trade? 	<p><u>Reading Comprehension/ Discussion</u></p> <p>Read the article on <i>"Venezuela Turismo"</i>. In pairs, discuss the article and the main touristic sites.</p> <p><u>Compare/Contrast</u></p> <p>Compare and contrast the Colombian and Venezuelan cultures in a Venn diagram.</p> <p><u>Reading Comprehension</u></p> <p>Read the poem <i>"Idilio"</i>.</p>	<p>Venezuela Turismo ... Explorando la "Pequeña Venecia" del Caribe</p> <p>http://www.unique-southamerica-travel-experience.com/venezuela-turismo.html</p> <p>¡Avancemos! 4</p> <p>Escucha, comprende y compara</p> <p>Textbook: p. 309F</p> <p>CD 3: Track 11</p>	<p><i>Medellín</i> is the capital of Colombia's mountainous Antioquia province. Nicknamed the "City of Eternal Spring" for its temperate weather, it hosts a famous annual Flower Festival.</p> <p><i>Coffee</i> production in Colombia has a reputation as the best in the world, producing mild, well balanced coffee beans. Colombia's</p>

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<p>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> <p>7.1.III.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	<ul style="list-style-type: none"> • How does trade affect a country's economy? • What impact did the discovery of oil have on the Venezuelan economy? 	<p>Discuss with a partner the main ideas and then answer the questions at the end of the passage.</p> <p><u>Journal Entry</u> Write a one-page journal entry about the following theme: "<i>can one love more than once</i>". Explain why or why not.</p> <p><u>Sports Page</u> Colombians love playing sports. Read the sports page "<i>Deportes</i>" and then answer the comprehension questions. Share your responses with a partner and compare to sports that are important in the US.</p> <p><u>Gastronomy</u> List five main dishes/foods from Colombia and Venezuela. Compare and contrast one main food from each country. Share your findings with a partner. Examples: Empanadas in</p>	<p>¡Avancemos! 4 Economía- Caracas Textbook: p. 213</p> <p>Colombia Viajes ... Tierra de "Cien Años de Soledad" http://www.unique-southamerica-travel-experience.com/colombia-turismo.html</p> <p>¡Avancemos! 4 Lectura Literaria Idilio Textbook: pp. 130-131</p> <p>¡Avancemos! 4 Un artista único - Juanes Textbook: pp 348-349</p> <p>¡Avancemos! 4 Textbook: p. 73</p> <p>¡Avancemos! 4 Deportes Textbook: pp 80-81</p>	<p>average annual coffee production of 11.5 million bags is the third total highest in the world, after Brazil and Vietnam.</p> <p><i>The Orinoco River</i> is an important part of the culture of Venezuela and Colombia. The aboriginal inhabitants viewed the river as a thinking creature or even as god. They used the different changes in the river's course to remember and to name the different eras of history.</p> <p><i>Simón Bolívar</i>, born in Venezuela, was one of South America's greatest generals. His victories over the Spaniards won independence for Bolivia, Panama, Colombia, Ecuador, Peru, and Venezuela. He is often referred to as <i>El Libertador</i> (the Liberator) and was the first president of the original Republic of Colombia.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		Colombia and Venezuela, dough, filling, sauce, etc.	¡Avancemos! 3 Tradiciones Textbook: pp C10-C11	
<p>SLO # 3 Identify, discuss and demonstrate your knowledge of Ecuador and Peru, including culture, food, music, religion, 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</p>	<p>How are countries of Latin America interconnected?</p> <p>What are the main geographic features in Ecuador and how do they affect people's lives?</p> <p>How does electricity change the life of indigenous people of Ecuador and Peru?</p> <p>Why are rainforests important to the health of the planet?</p>	<p><u>Geography</u> Read about the northern and southern hemispheres in "Estaciones opuestas" from <i>Avancemos 3</i>. In pairs, respond to the questions at the end of the text. Submit.</p> <p><u>Reading Comprehension/ Critical Thinking</u> Read an excerpt written by José Antonio Campos "<i>Los Tres Cuervos</i>" about simple events that lead to chain reaction and exaggeration. Discuss with a partner and complete the questions from the textbook. Why would people exaggerate and what kind of effect will this have on individuals?</p> <p><u>Journal Entry</u> Read about a singer from Spain and an Andean</p>	<p>Ecuador Turismo ... Tu Mejor Acceso a la Selva Amazónica http://www.unique-southamerica-travel-experience.com/ecuador-turismo.html</p> <p>¡Avancemos! 3 La geografía - Estaciones opuestas Textbook: p. 472</p> <p>¡Avancemos! 4 La geografía - Ecuador El clima y los viajes Textbook: p. 202</p> <p>¡Avancemos! 4 Lectura Literaria Los Tres Cuervos Textbook: pp 126-129</p>	<p><i>The Galápagos Islands</i> are an archipelago of volcanic islands distributed on either side of the Equator in the Pacific Ocean, 906 km (563 mi) west of continental Ecuador, of which they are a part.</p> <p>The <i>Achuar</i> are a group of indigenous peoples of the Amazon Basin, currently numbering around 6,000. Their ancestral lands – nearly 2 million acres in all – straddle the modern borders of Ecuador and Peru, a remote area that has allowed them to preserve their way of life with little outside influence or colonization.</p> <p><i>Ceviche</i> is the national dish of Peru, but it is also very popular in the rest of Latin</p>

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<p>materials.</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.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>orchestra from Ecuador. Write a one-page journal entry about music from your reading and music from your own culture and/or the US.</p> <p><u>Vacation Planning</u> Plan a trip for one week to Ecuador or Perú. Create an itinerary and list all the sites you will visit during your stay. Calculate travel time.</p> <p><u>Compare and Contrast</u> Compare and contrast the indigenous people of Ecuador and Perú with modern-day citizens. Include cultural beliefs, religions, customs, food, celebration, clothes, music, etc.</p> <p><u>Biography</u> Write a short biography about a famous person from Ecuador or Perú. Teacher provides names of famous people and assigns one to each student. Students present</p>	<p>¡Avancemos! 4 Comparación Cultural Textbook: p. 344 Textbook: pp 346-347</p> <p>Perú Turismo ... Misterio ...Magia ... Magnificencia http://www.unique-southamerica-travel-experience.com/peru-turismo.html</p> <p>¡Avancemos! 4 Comparación Cultural Textbook: p. 135</p> <p>¡Avancemos! 4 Comparación Cultural Julio Granda Textbook: p. 137</p> <p>Pueblos Amazonicos-video https://www.youtube.com/watch?v=hCEpZ6sXxck</p>	<p>America. Each country prepares it slightly differently but they all involve seafood, lemon juice, and orange juice.</p> <p>It takes about four days to get to <i>Machu Picchu</i> walking the <i>Camino Inca</i>. The route is winding, with sidewalks and hundreds of stone steps, tunnels, and bridges that cross the mountain and the forest.</p> <p><i>Spanish</i> and <i>Quechua</i> are both recognized as official languages in Peru. Spanish, however, is the language enforced by both the education system and the government.</p> <p>Peruvian music is dominated by the national instrument, the <i>charango</i>. The <i>charango</i> is a member of the <i>lute</i> family of instruments and was invented during the Viceroyalty of Peru by musicians imitating the</p>

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		<p>biographies.</p> <p><u>Essay</u> Write an essay on the endangered Amazon rain forests, its species and indigenous people. Indicate the problems they face and provide possible solutions to save them.</p> <p><u>Listening Activity</u> Listen to the distinct sounds of Peruvian flauta music. Discuss the lyrics to the song made famous by Simon and Garfunkel, <i>El Condor Pasa</i>.</p> <p><u>Jigsaw</u> Students count off by 4's, then divide into expert groups to read a section of an article on rain forests. Return to regular groups and teach peers what they have learned. http://www.rainforest-alliance.org/kids/facts/daily-lives</p>	<p>Ecuador: La vida en estado puro-video https://www.youtube.com/watch?v=exUZER3MCLQ</p> <p>¡Avancemos! 4 Actividades Preparatorias Textbook: pp 420-421 CD 3: Track 24 TE Textbook: p. 379F</p>	<p>Spanish <i>vihuela</i>.</p> <p><i>Perú</i> has the third largest extent of <i>tropical rainforests</i> in the world, after Brazil and the Democratic Republic of Congo. These forests are some of the richest in the world, both in terms of biological diversity and natural resources (timber, energy, mineral resources).</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 Bolivia and Chile, including culture, food, music, religion, 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 Engage in short conversations about</p>	<p>What are the characteristics of rainforests? Why are rainforests disappearing?</p> <p>Why is the Amazon rainforest important even to countries far from Brazil?</p> <p>How does Chile's geography contribute to both its pollution problem and its agricultural boom?</p>	<p><u>Reading Comprehension</u> Read the "Artículo de Revista" from <i>Avancemos</i> and respond to the questions about the text. Bring in a group discussion about social issues such as poverty and hunger in Bolivia.</p> <p><u>Discussion/ The arts</u> In groups of three, discuss the presence and representation of the arts in Latin American history based on the reading of "La historia" from the <i>Avancemos</i> textbook.</p> <p><u>Compare/Contrast</u> Compare and contrast sports in Bolivia and Chile. Share your findings with a partner.</p> <p><u>Solutions</u> Read pp. 274-275 in the <i>Avancemos</i> textbook. In groups of three, discuss the main issues and concerns. Discuss social problems in the</p>	<p>Bolivia Turismo ... Destino Top de Trekking en el Mundo http://www.unique-southamerica-travel-experience.com/bolivia-turismo.html</p> <p>¡Avancemos! 4 Artículo de Revista Textbook: pp 220-221</p> <p>¡Avancemos! 4 Comparación Cultural Cochahamba, Bolivia Textbook: pp 274-275 Textbook: pp 276-277</p> <p>Chile Turismo ... Descubre Naturaleza en magnitud colosal http://www.unique-southamerica-travel-experience.com/chile-turismo.html</p> <p>¡Avancemos! 4 La historia</p>	<p><i>Lake Titicaca</i> is the highest lake above sea level in the world. The <i>Uru</i> inhabitants of the lake still use a local reedlike papyrus called <i>titora</i> as a food source and to make clothing, boats, homes, and even the floating islands on which they live.</p> <p><i>The Andes</i> are the longest continental mountain range in the world. They extend from north to south through seven South American countries: Venezuela, Colombia, Ecuador, Perú, Bolivia, Chile, and Argentina.</p> <p><i>Isabel Allende</i> is a Chilean-American writer whose works sometimes contain aspects of the "magic realism" tradition and has been translated to 35 languages worldwide.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>personal experiences or events and/or topics 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>US and devise solutions to the problems discussed. Post your solutions in a grid on the class parking lot poster.</p> <p><u>Reading Comprehension/ Critical Thinking</u> Read an excerpt from a contemporary Latin American Novel written by Isabel Allende. Analyze by describing Clara and indicating if her refusal to talk was also a sign of lack of interest in anything. Support your answers from text.</p> <p>Paired Verbal Fluency: In pairs, students letter off A and B. Teacher gives prompt or question and then indicates which partner will begin (ex. Talk about everything you know about _____. B's begin.) Teacher monitors time and signals when the next person should begin talking without repeating anything that has been said previously.</p>	<p>Textbook: pp 342-343</p> <p>¡Avancemos! 4 Comparación Cultural Santiago, Chile Textbook: pp 274-275 Textbook: pp 276-277</p> <p>¡Avancemos! 4 ¡Hablemos de arte! Biblioteca Nacional de Chile Textbook: p. 283</p> <p>¡Avancemos! 2 La casa de los espíritus Textbook: pp 326-327</p> <p>Kalamarka - Sol - Baile Inca-video https://www.youtube.com/watch?v=612_j9JqVLQ</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		Each round is shorter than the previous one for 3 rounds (ex. 45 seconds, 30 seconds, 20 seconds). Topics include Isabel Allende, magic realism and aspects of the story.		
<p>SLO # 5 Identify, discuss and demonstrate your knowledge of Paraguay, Uruguay and Argentina, including culture, food, music, religion, currency, celebrations, history and tourism.</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.IL.C.4 Compare and contrast age- and level-appropriate</p>	<p>How does where you live, influence how you live?</p> <p>How did the Civil War make modern Argentina?</p>	<p><u>Reading/Discussion</u> Students read “Paraguay Turismo...” and write down main ideas in bullet format. In pairs, students paraphrase what was read and report back to the whole group.</p> <p><u>Journal Entry</u> Write a one-page journal entry about a celebration in Paraguay or Uruguay. Read aloud to a partner.</p> <p><u>Compare/Contrast</u> Compare and contrast cultural aspects of Paraguay and Uruguay. Share your comparison with a partner.</p> <p><u>Read-Think/Pair/Share</u> Read the information on</p>	<p>Paraguay Turismo ... Cargado de Naturaleza y Tradiciones Guaraníes http://www.unique-southamerica-travel-experience.com/paraguay-turismo.html</p> <p>¡Avancemos! 4 Comparación Cultural Textbook: p. 134</p> <p>Uruguay Turismo ... Entre los Secretos Mejor Guardados de Sudamérica http://www.unique-southamerica-travel-experience.com/uruguay-turismo.html</p>	<p>One remarkable trace of the indigenous Guaraní culture that has endured in Paraguay is the <i>Guaraní language</i> which is generally understood by 95% of the population.</p> <p>Due to its central location in South America, Paraguay is sometimes referred to as <i>Corazón de Sudamérica</i> (Heart of South America).</p> <p>Uruguay is geographically the second-smallest nation in South America after Suriname.</p> <p><i>Uruguay</i> is ranked first in Latin America in democracy, peace, corruption, quality of</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>culturally authentic materials orally and in writing.</p> <p>7.1.II.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>		<p>"Turismo Argentina..." Think about the information provided in the article. Share your observations with a partner and then discuss with the whole group.</p> <p><u>Recipe</u> Bring a recipe of your favorite dish from one of the countries in this unit. Explain to the whole group what the meal is and how to prepare it. Include time for preparation, cooking time, and all ingredients. Present the recipe to the class in the form of iMOVIE, Photostory or PowerPoint.</p> <p><u>Tango Time!</u> This distinctively Argentine dance is unmistakable. Listen to a few selections by Astor Piazzola. Complete a cloze activity to one of Carlos Gardel's renditions of tango. Find a picture of a bandoneón and compare it to an accordion.</p>	<p>¡Avancemos! 4 Comparación Cultural Textbook: p. 345</p> <p>Turismo Argentina... Destino ideal para tu viaje por Sudamérica http://www.unique-southamerica-travel-experience.com/turismo-argentina.html</p> <p>¡Avancemos! 4 Comparación Cultural El agroturismo en Argentina Textbook: p. 64</p> <p>Calidad de vida en la Argentina- video https://www.youtube.com/watch?v=UkXww3q82PU</p>	<p>living, e-government, and equally first in South America when it comes to press freedom, size of the middle class, prosperity and security.</p> <p><i>Cataratas del Iguazú</i> are waterfalls of the Iguazú River on the border of the Argentine province of Misiones and the Brazilia state of Paraná. The falls divide the river into the upper and lower Iguazú.</p> <p><i>Lionel Andrés Messi</i> is an Argentine professional footballer who plays as a forward for Spanish club Barcelona and the Argentina national team</p>

Unit 4 Vocabulary

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

<u>Vocabulario</u>		<u>Los adjetivos</u>	<u>Los verbos</u>
La historia	La contaminación	Tradicional	Gobernar
La caída	La calidad	Original	Entrenar
La tradición	Las problemas ambientales	Importante	Emplear
La civilización	La granja	Diferente	Embargar
La religión	La producción agrícola	Fuerte	Descifrar
La cultura	La ganadera	Feliz	Realizar
El arte	El apoyo	Leal	Resultar
Los costumbres	Los guerreros	Popular	Actuar
Las tribus	Los sacerdotes	Amable	Participar
Los indígenas	La vida cotidiana	Simpático	Juntar
Los habitantes	Las drogas	Indígena	Crear
Los esclavos	Los traficantes	Peor	Luchar
La zona central	El gobierno	Excéntrico/ excéntrica	Solucionar
La estructura	El cartel	Adecuado/ adecuada	Implementar
El régimen	Las turistas	Acuático/ acuática	Desarrollar
El comercio	El turismo	Obligatorio/ obligatoria	Engañar
El transporte	Los lugares turísticos	Tramposo/ tramposa	Adorar
El origen	La pobreza	Poderoso/ poderosa	Idolatrar
El ritual	El hambre	Decidido/ decidida	Establecer
El sacrificio	El desempleo	Árido/ árida	Proteger
El bosque	La población	Colombiano/ colombiana	Parecer
El bosque tropical	El crimen	Venezolano/ venezolana	Promover
El rio	El ladrón	Peruano/ peruana	Creer
El canal	Los criminales	Ecuatoriano/ ecuatoriana	Ofrecer

Unit 4 Vocabulary

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

La naturaleza
 El lluvia
 Los animales
 El bioma
 El clima
 La canoa
 El caudal
 La guarida
 El desafío

Chileno/chilena
 Boliviano/boliviana
 Paraguayo/paraguaya
 Uruguayo/uruguaya
 Argentino/argentina

Proveer
 Ser
 Estar
 Hacer
 Preferir
 Pedir
 Seguir
 Permitir
 Vivir
 Repartir
 Sufrir
 Combatir

Revisión

La comida
 Las celebraciones
 Las preposiciones
 El tiempo

Unit 4 Grammar

This Unit will focus on the following grammatical concepts:

- Formation of the present subjunctive:
 - regular
 - stem-changing
 - consonant-changing
 - irregular verbs
- The sequence of tenses

Unit Project (Choose 1)

1. Create a PPT on modern Argentina or (another South American country in this unit). Include in your PPT information about tourism, sites, food, dress code, and special celebrations. Include images.

Rubric Required

2. Read the story *Borges y Yo*. <http://genius.com/Jorge-luis-borges-borges-y-yo-annotated>. Write a similar story about yourself.

Rubric Required