

World Languages Curriculum

Spanish IV



Grades 9-12

Unit 5: El Caribe: Cuba

Course Description

Philosophy:

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

- Demonstrate knowledge of adequate 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 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 at Paterson Public Schools is guided by the NJDOE 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 5

Pacing Chart – Unit 5			
#	Student Learning Objective	CCSS	5 weeks
1	Identify, discuss and demonstrate your understanding of the political system in Cuba.	7.1.IL.A.5 7.1.IL.B.5 7.1.IM.A.4	
2	Identify and discuss Cuban immigration to the United States.	7.1.IL.A.5 7.1.IL.B.5 7.1.IL.C.5 7.1.IM.C.3	
3	Identify, discuss and demonstrate your knowledge of the culture in Cuba including geographical location, climate, food, and tourism.	7.1.IL.A.5 7.1.IL.A.6 7.1.IL.B.5 7.1.IM.C.3	
4	Identify, discuss and demonstrate your knowledge of the impact of Cuban artists in the US.	7.1.IL.A.5 7.1.IL.A.6	
5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IH.A.1 7.1.IM.C.3	

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- 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

- Cuba is a country ruled by a dictator.
- Due to ideological differences, Cuba/US relations were non-existent for many years.
- Immigration is a personal journey involving significant sacrifice, challenges and hope
- Tourism creates employment opportunities, new experiences and cultural integration

Grade: 9-12	Unit: Five	Topic: El Caribe: Cuba
New Jersey Core Curriculum Content Standards (NJCCCS):		
7.1.II.A.5, 7.1.II.A.6, 7.1.II.B.5, 7.1.II.C.2, 7.1.II.C.3, 7.1.II.C.4, 7.1.II.C.5, 7.1.IM.A.4, 7.1.IM.B.5, 7.1.IM.C.3, 7.1.IH.A.1		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 1 Identify, discuss and demonstrate your understanding of the	<ul style="list-style-type: none"> • What is communism? • What is a 	<u>Video Discussion</u> Watch the video on " <i>Una nueva era de relaciones...</i> ". In pairs, discuss the content of the video and what Cuba	Una nueva era de relaciones entre Cuba y Los Estados Unidos http://www.univision.com/noticias/noticias-de-	<i>Cuba</i> is a large Caribbean island nation under Communist rule. It is best known for its white-sand beaches, rolling mountains,

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>political system in Cuba.</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.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>dictatorship?</p> <ul style="list-style-type: none"> • How does the geographical setting influence the United States' relationship with Cuba? • How do the history and the political chapters of Cuba define its present circumstances? 	<p>needs to improve its relations with the US.</p> <p><u>Video Comprehension</u></p> <p>Watch the video on "<i>Curiosidades sobre la vida de Fidel Castro</i>". Write a one-page summary.</p> <p><u>Reading Comprehension</u></p> <p>Read the text on "<i>El sistema politico de Cuba</i>". In pairs, discuss the text and then write a summary of your comprehension of the Cuban political system.</p>	<p>eeuu/eeuu-y-cuba-inician-una-nueva-era-de-relaciones-economicas-y-politicas</p> <p>Curiosidades sobre la vida de Fidel Castro-video https://www.youtube.com/watch?v=3kZ8I-mTV9I</p> <p>El sistema politico de Cuba http://www.cubaminrex.cu/es/paginas-especiales/mirar-cuba/sistema-politico</p> <p>El comunismo http://concepto.de/comunismo/</p> <p>El socialismo http://concepto.de/socialismo/</p>	<p>cigars and rum.</p> <p>Communism is the political and economic doctrine that aims to replace private property and a profit-based economy with public ownership and communal control of at least the major means of production (e.g., mines, mills, and factories) and the natural resources of a society.</p> <p>Fidel Castro is a Cuban leader/dictator who led the Cuban Revolution and served as President of Cuba from 1978 to 2008.</p> <p>Havana, the capital, features well-preserved Spanish colonial architecture within its 16th-century core, Old Havana.</p>

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

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>		<p><u>Reading Comprehension/Dicussion</u> Read the excerpts from the <i>Avancemos 4</i> textbook "El exilio". Discuss with a partner and then answer the questions. The teacher guides the whole group discussion that follows.</p>	<p>Avancemos! 4 Lectura Literaria A pesar de todo El exilio Textbook: pp 266-269</p>	
<p>SLO # 3 Identify, discuss and demonstrate your knowledge of the culture in Cuba including geographical location, climate, food, and tourism.</p> <p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in</p>	<ul style="list-style-type: none"> • How do geographical location and climate affect culture? • How does the government affect tourism in Cuba? 	<p><u>Compare/Contrast</u> Compare and contrast the Cuban and American cultures.</p> <p><u>Itinerary</u> Using he information provided on "<i>La Habana Vieja, Cuba</i>", plan a one-day itinerary visiting various sites in Old Havana. Include sites, times, and where you will take your meals.</p> <p><u>Video Discussion</u> Watch the video on "<i>El boom del turismo en Cuba</i>" and then discuss with a partner your observations. How will the new reconciliation of the United States with Cuba affect Cuban</p>	<p>Ciudad de la Habana - Documental turístico - video https://www.youtube.com/watch?v=Rx-F8MYysQA</p> <p>La Habana Vieja, Cuba http://www.visitarcuba.org/la-habana-vieja</p> <p>El "boom" del turismo en Cuba http://elcomercio.pe/economia/mundo/boom-turismo-cuba-video-noticia-1832658</p>	<p>La Habana Vieja or Old Havana is the city-center and one of the 15 municipalities forming Havana, Cuba. It has the second highest population density in the city and contains the core of the original city of Havana.</p> <p>Ropa Vieja is a Cuban dish consisting of stewed beef with vegetables. It originates from a Sephardi dish from the middle ages and is very popular in central and southern Spain.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>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>7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>		<p>economy?</p> <p><u>Journal Entry</u> Watch the video on "<i>Moverse por Cuba es fácil</i>" and then write a one- page journal entry about it. Include places of attractions, cities, beaches and anything that you liked or disliked.</p> <p><u>Recipe exchange</u> Students bring in their favorite Cuban recipe. Each student will explain the recipe, share with their peers why they like that particular dish and then present their recipe. Students are encouraged to bring extra copies for everyone.</p>	<p>Moverse por Cuba es fácil https://www.youtube.com/watch?v=Baa_fm xp_UM</p> <p>La gastronomía cubana http://www.visitarcuba.org/comida-cubana</p> <p>Gastronomía cubana desde Cuba - video https://www.youtube.com/watch?v=fkFO7T-sVd4</p>	
<p>SLO # 4 Identify, discuss and demonstrate your knowledge of the impact of Cuban artists in the US.</p> <p>7.1.II.A.5</p>	<ul style="list-style-type: none"> • What is music? • What is art? • How did Latin 	<p><u>Biographies</u> The teacher assigns each student a Cuban or Cuban-American artist. Students will research their individual artists and then present their biography as if they were the artist. Students are encouraged to</p>	<p>Avancemos! 4 Unidad 5: Lección 1 Tema: Arte a tu propio ritmo Textbook: pp 284-309 CD 3: Tracks 1, 2, 3, and 4 Script: TE p. 283C</p>	<p>José Martí (1853-1895) is a poet and a journalist who spent his short life fighting for Cuban independence. He died</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	<p>sounds influence American music?</p>	<p>bring in pictures of the artists and any other related images and/or artifacts.</p> <p>Jigsaw Students count off in 4's and join an expert group. Each expert group read a segment of "<i>La música cubana en los Estados Unidos</i>". Expert groups return to their original group and teach their peers what they have learned.</p> <p>Journal Entry Read "<i>La vida de Celia Cruz</i>" and then write a one-page journal entry on the impact Celia Cruz had in the United States and the Spanish-speaking countries.</p>	<p>Historia de la música cubana http://www.americancomposers.org/cubahistory.htm</p> <p>La música cubana en los Estados Unidos http://www.encyclopedia.pr.org/esp/article.cfm?ref=11120907&page=1</p> <p>La vida de Celia Cruz http://www.biografiasyvidas.com/biografia/c/cruz.htm</p>	<p>in 1895 during a failed attempt to win freedom for Cuba.</p> <p><i>Salsa</i> emanates from the city's dance clubs and cabaret shows are performed at the famed Tropicana.</p> <p>Desiderio Alberto Arnaz y de Acha III, better known as Desi Arnaz, was a Cuban-born American musician, actor, television producer, writer and director. He is best remembered for his role as Ricky Ricardo on the American television sitcom series <i>I Love Lucy</i>.</p>
<p>SLO # 5 Engage in short conversations about personal experiences or events and/or topics studied in other content</p>	<ul style="list-style-type: none"> • How did Cuban artists impact American culture? • What is my personal experience with Latin American culture? 	<p>Mi Tierra Listen to Gloria Estefan's song "<i>Mi Tierra</i>" and analyze the lyrics. Explain the importance of motherland and/or home country. Explain the importance of belonging.</p>	<p>Gloria Estefan- Mi Tierra- una canción https://www.youtube.com/watch?v=WWAWQm hqWGo</p>	<p>Gloria Estefan is a Cuban-born American artist who started her career as the leading vocalist of a band called "Miami Latin Boys" which was eventually known as "Miami Sound Machine".</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>areas.</p> <p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>		<p><u>Yo Soy un Hombre Sincero - Versos Sencillos (1891)</u> Read the poem from José Martí and discuss with a partner the meaning behind it. Share your views with the class.</p>	<p>Poesía de José Martí - Versos Sencillos (1891) http://www.literatura.us/marti/sencillos.html</p> <p>¡Avancemos! 3 Comparación Cultural Un estilo propio Textbook: p. 245</p>	<p><i>Amelia Peláez</i> is a Cuban artist who tried various forms of art during her career. From 1950-1962 Peláez dedicated her attention to decorating and designing ceramics and making murals.</p>

Unit 5 Vocabulary

Unidad 5: Vocabulario: El Caribe: Cuba

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

Unit 5 Vocabulary

Unidad 5: Vocabulario: El Caribe: Cuba

Promover
Creer
Ofrecer
Proveer
Imponer
Preferir
Pedir
Seguir
Permitir
Vivir
Repartir
Sufrir
Combatir

Unit 5 Grammar

This Unit will focus on the following grammatical concepts:

- Polite and indirect commands
- The subjunctive after certain verbs
- The subjunctive after impersonal expressions
- The subjunctive after conjunctions
- The subjunctive after indefinite or negative antecedents

Unit Project (Choose 1)

1. Read the “My Hero” article about José Martí:
http://myhero.com/hero.asp?hero=J_Marti_espanol
 In a three paragraph essay, describe what makes Marti a hero and compare him to an American hero who fought for the same cause. Finally, describe your personal hero who may be fighting for the same or a different cause.

Rubric Required

2. Your teacher will play 5 different musical selections. Identify the genre of each selection and tell the country or countries with which it is associated. Describe the emotions evoked by the genre and what the music is trying to express. When possible, provide the title of a selection that pertains to that genre.

Rubric Required