

# **World Languages Curriculum**

## **Spanish IV Curriculum**



**Grade 9-12**

**Unit 7: Puerto Rico**

## *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 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 interdependent world.

The World Language Units for Spanish IV are as follows:

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 7

Pacing Chart – Unit 7			
#	Student Learning Objective	CCSS	4 weeks
1	Identify, discuss and demonstrate your understanding of the geographical location, the climate and the history of Puerto Rico.	<b>7.1.IL.A.5</b> <b>7.1.IL.B.5</b> <b>7.1.IM.A.4</b>	
2	Identify prominent authors, novelists, and poets. Analyze literary texts from Puerto Rico.	<b>7.1.IL.A.5</b> <b>7.1.IL.A.6</b> <b>7.1.IL.B.5</b> <b>7.1.IM.C.3</b>	
3	Identify the major holidays celebrated in Puerto Rico.	<b>7.1.IL.A.5</b> <b>7.1.IL.B.5</b> <b>7.1.IL.C.5</b> <b>7.1.IM.C.3</b>	
4	Identify, discuss and demonstrate your knowledge of the culture, gastronomy and tourism in Puerto Rico.	<b>7.1.IL.A.5</b> <b>7.1.IL.A.6</b> <b>7.1.IL.B.5</b> <b>7.1.IM.C.3</b>	
5	Identify, discuss and demonstrate your knowledge of the impact of Puerto Rican music, artists and celebrities in the United States.	<b>7.1.IL.A.5</b> <b>7.1.IL.A.6</b> <b>7.1.IL.B.5</b> <b>7.1.IH.A.1</b> <b>7.1.IM.C.3</b>	

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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

## Enrichment

### **Accommodate Based on Students' Individual Needs: Strategies**

- Adaption of Material and Requirements
- 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**

- Historical events and colonization influence culture
- Preserving the natural resources and beauty is a collaborative effort
- Tourism creates employment opportunities, new experiences and cultural integration
- Puerto Rico has a unique relationship with the United States, being neither an independent nation nor a state of the USA.

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

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<b>SLO # 1</b> Identify, discuss and demonstrate your understanding of the geographical location, the	<ul style="list-style-type: none"> <li>• How does geography influence lifestyle?</li> <li>• What makes places unique and</li> </ul>	<b><u>Reading Comprehension</u></b> Assign students to read sections of "Historia de Puerto Rico: Indios Taínos", discuss with your partner the content and then report back	<b>Historia de Puerto Rico: Indios Taínos</b> <a href="http://www.proyectosalanhogar.com/Enciclopedia_Ilustrada/Indios_Tainos.htm">http://www.proyectosalanhogar.com/Enciclopedia_Ilustrada/Indios_Tainos.htm</a>	<b><i>Puerto Rico</i></b> is a United States territory located in the northeastern Caribbean. Puerto Rico's rich history, tropical climate, diverse natural scenery, renowned

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<p>climate and the history of Puerto Rico.</p> <p><b>7.1.II.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.III.A.4</b> Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<p>different?</p> <ul style="list-style-type: none"> <li>• What role does colonization play on culture?</li> </ul>	<p>to the whole group. Teacher shares images from the link of various objects used by the Taínos.</p> <p><b><u>Compare and Contrast</u></b> Read about el Yunque from Avancemos 4. Compare with a national park in the United States. Include animals found, ruins, and possible activities that one can do.</p> <p><b><u>Puerto Rico</u></b> Watch the video "Puerto Rico: La isla del encanto" and then write a summary of what is heard.</p>	<p><b>¡Avancemos! 2</b> Conexiones: La historia Los taínos Textbook: p. 162</p> <p><b>¡Avancemos! 4</b> Comparación Cultural El Yunque, Puerto Rico Textbook: p. 204 &amp; p. 206</p> <p><b>Parque nacional El Yunque, Puerto Rico - video</b> <a href="https://www.youtube.com/watch?v=JVjmQeoO4tA">https://www.youtube.com/watch?v=JVjmQeoO4tA</a></p> <p><b>Puerto Rico: La isla del encanto - video</b> <a href="https://www.youtube.com/watch?v=LHBahCZX2RI">https://www.youtube.com/watch?v=LHBahCZX2RI</a></p> <p><b>Bosques de Puerto Rico</b> <a href="http://www.encyclopediapr.org/esp/print_version.cfm?ref=08032701">http://www.encyclopediapr.org/esp/print_version.cfm?ref=08032701</a></p>	<p>traditional cuisine and attractive tax incentives make it a popular destination for visitors from around the world.</p> <p><i><b>El Yunque National Forest</b></i> is the only tropical rain forest in the national forest system. At nearly 29,000 acres, it is one of the smallest in size, yet one of the most biologically diverse of the national forests hosting hundreds of animal and plant species, some of which are found only in Puerto Rico.</p> <p><i><b>Don Luis Muñoz Marín</b></i> was the first elected governor of Puerto Rico and its chief political leader for over 25 years. His main goal was the economic development of the island. Because he brought prosperity to the island</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
				Luis Muñoz Marín is known as the "Father of Puerto Rico."
<p><b>SLO # 2</b> Identify prominent authors, novelists, and poets. Analyze literary texts from Puerto Rico.</p> <p><b>7.1.II.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b> Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p><b>7.1.II.B.5</b></p>	<ul style="list-style-type: none"> <li>• How do authors use the resources of language to move an audience?</li> <li>• What can we learn about culture through its literature?</li> <li>• What influences a writer?</li> <li>• How does literature reveal the values of a given culture or time period?</li> </ul>	<p><b><u>Biographies</u></b> Assign an author, novelist, and/or poet per student. Students will research and present the biography of the person assigned to them, including important dates, literary work and the picture of the person.</p> <p><b><u>Lectura Literaria-Estampa</u></b> Read "<i>Día de Reyes</i>". Share with a partner your views and analyze the text. Share your analysis in a whole class discussion.</p> <p><b><u>Poesía</u></b> Select a poem by Alejandro Tapia y Rivera. Analyze the meaning and write a paragraph of analysis.</p>	<p><b>List of Puerto Rican writers</b> <a href="http://www.worldlibrary.org/articles/list_of_puerto_rican_writers">http://www.worldlibrary.org/articles/list_of_puerto_rican_writers</a></p> <p><b>¡Avancemos! 4</b> Lectura Literaria Día de Reyes Textbook: pp 196-199</p> <p><b>Alejandro Tapia y Rivera-Poesías</b> <a href="http://www.tainoworld.com/apia.html">http://www.tainoworld.com/apia.html</a></p>	<p>Written works by the native islanders of Puerto Rico were prohibited and repressed by the Spanish colonial government. Only those who were commissioned by the Spanish Crown to document the chronological history of the island were allowed to write.</p> <p><i>Diego de Torres Vargas</i>, a priest, was the first person to write a book about the history of Puerto Rico. In 1647 he wrote the book titled "Descripción de la Ciudad e Isla de Puerto Rico".</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><b>7.1.IM.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>		<p><b><u>Honeycomb Map</u></b> Read excerpt from Esmeralda Santiago's "<i>El sueño de America</i>" and then use a honeycomb map to analyze the summary of your reading.</p> <p><b><u>Children's Book:</u></b> In groups of 4, students select one of the following children's books: Sonia Sotomayor: A Judge Grows in the Bronx (Jonah Winter); The Golden Flower- A Taino Myth from Puerto Rico (Nina Jaffe); The Coqui and the Iguana (Alidis Vicente). After reading the book, they prepare a 10-sentence summary. When it is time to present to the class, group members take turns reading one of the summary sentences while others show the illustrations.</p>	<p><b>¡Avancemos! 3</b> Lectura Literaria El sueño de America Texbook: pp. 228-231 CD 7: Track 10</p>	<p><i>Salvador Brau y Asencio</i> was a Puerto Rican journalist, poet and writer. He was designated the official historian of Puerto Rico by the first American-appointed governor of the island.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>SLO # 3</b> Identify the major holidays celebrated in Puerto Rico.</p> <p><b>7.1.IL.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IL.C.5</b> Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing,</p>	<ul style="list-style-type: none"> <li>• Why are holidays important?</li> <li>• What is a cultural celebration?</li> <li>• Why do we celebrate National Holidays?</li> <li>• What role or purpose does religion/spirituality serve in a culture?</li> </ul>	<p><b><u>Compare and Contrast</u></b> Compare and contrast a holiday celebrated in Puerto Rico and the United States. Include in your Comparison the costumes, food, gifts, decorations, and any additional customs.</p> <p><b><u>Holiday Reporting</u></b> You are a journalist covering various holidays observed in Puerto Rico. Read: "<i>Historia de los días feriados en Puerto Rico</i>". Select a holiday a present a three (3) minutes report covering the major points.</p> <p><b><u>Video Feedback</u></b> Watch the video "<i>Festival de Bomba y Plena, Ponce, Puerto Rico</i>". Respond in writing to questions provided by the teacher.</p> <p><b><u>Journal Entry</u></b> Write a journal entry about a</p>	<p><b>¡Avancemos! 2</b> Comparación Cultural Las parrandas Textbook: p. 180</p> <p><b>Historia de los días feriados en Puerto Rico</b> <a href="http://www.monografias.com/trabajos27/feriados-puerto-rico/feriados-puerto-rico.shtml">http://www.monografias.com/trabajos27/feriados-puerto-rico/feriados-puerto-rico.shtml</a></p> <p><b>Fechas especiales, fiestas y feriados de Puerto Rico</b> <a href="http://www.tuparada.com/fechas-especiales/puerto-rico/pr">http://www.tuparada.com/fechas-especiales/puerto-rico/pr</a></p> <p><b>Festival de Bomba y Plena, Ponce, Puerto Rico - video</b> <a href="https://www.youtube.com/watch?v=tBjbFtQNvf8">https://www.youtube.com/watch?v=tBjbFtQNvf8</a></p> <p><b>Costumbres y Tradiciones - text &amp; videos</b> <a href="http://www.prfrogui.com/home/costumbr.html">http://www.prfrogui.com/home/costumbr.html</a></p>	<p><i>Aguinaldo</i> is the traditional Christmas gift in Puerto Rico which includes bonus pay for workers or small gifts of sweets for children and friends.</p> <p><i>Parrandas</i> are Puerto Rico's version of carol singing during Christmas, when family and friends gather together at home. This tradition tends to take place in the early hours of the morning in order to surprise the unsuspecting family members who are normally fast asleep.</p> <p><i>Fiestas de la Calle San Sebastian</i> are celebrated from November 23 and last until the end of January in observance with Christmas festivities.</p> <p><i>Epiphany</i> is another of Puerto Rico's deeply-</p>

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<p>or through simulation.</p> <p><b>7.1.IM.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>		<p>particular custom or tradition that your family follows based on your cultural background. Read aloud your entry to the class.</p> <p><b><u>Children’s Book</u></b> Read the story of <i>Vejigante Masquerader</i> by Lulu Delacre. Prepare an original dialog with your partner in which you ask and answer questions about the upcoming holiday celebration. Record your conversation and submit for review by rubric.</p>		<p>rooted celebrations, with children visiting their relatives to collect the gifts left by the Three Wise Men.</p> <p>Puerto Ricans celebrate the <i>Night of Saint John</i> (the Baptist), where crowds of people flock to the beaches around the island to jump backwards into the sea seven times. They believe that this ritual rids them of their bad luck.</p>
<p><b>SLO # 4</b></p> <p>Identify, discuss and demonstrate your knowledge of the culture, gastronomy and tourism in Puerto Rico.</p> <p><b>7.1.II.A.5</b> Demonstrate comprehension of</p>	<ul style="list-style-type: none"> <li>• How is culture defined in Puerto Rico?</li> <li>• What are cultural symbols?</li> <li>• Why is it important to understand culture?</li> </ul>	<p><b><u>Compare/Contrast</u></b> Compare and contrast the cultures of Puerto Rico and that of the United States (and/or your own culture).</p> <p><b><u>Reading Comprehension</u></b> Read "<i>Follete turístico</i>" from the textbook and answer comprehension questions that follow on page 163.</p>	<p><b>¡Avancemos! 4</b> Folleto turístico Textbook: pp. 162-163</p> <p><b>Puerto Rico viajes turismo atracciones paseos - video</b> <a href="https://www.youtube.com/watch?v=Lr-Dp5umfkM">https://www.youtube.com/watch?v=Lr-Dp5umfkM</a></p>	<p>The Puerto Rican <i>coquí</i> is a very tiny and small tree frog only about one inch long. Some coquíes look green, some brown and some yellowish - actually they are <i>translucent</i>. Coquíes have a high-pitched sound and can be heard from far away. The coquíes begin to sing</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b> Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p><b>7.1.II.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.III.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar</p>	<ul style="list-style-type: none"> <li>• How does culture evolve?</li> <li>• What role does food have in culture?</li> </ul>	<p><b><u>Digital Voice Recorders</u></b> In groups of two, students respond to a scenario that the teacher selects from activity 4 on page 163. They are given two minutes to prepare and two minutes to speak into a digital voice recorder. Speech samples are collected into a teacher folder for grading with a rubric.</p> <p><b><u>Cultural Journey</u></b> Watch the video, " <i>Puerto Rico viajes turismo atracciones paseos.</i>" Contribute at least one entry to the Padlet wall.</p> <p><b><u>Recipe exchange</u></b> Students bring in their favorite Puerto Rican recipe. Each student will explain the recipe, share with their peers why they like that particular dish and then demonstrate the step-by-step process of</p>	<p><b>La gastronomía de Puerto Rico</b> <a href="http://cocinaparaelmundoipl.blogspot.com/2008/08/la-gastronomia-de-puerto-rico.html">http://cocinaparaelmundoipl.blogspot.com/2008/08/la-gastronomia-de-puerto-rico.html</a></p> <p><b>Origenes de la cocina de Puerto Rico</b> <a href="http://cocinalatina.about.com/od/Secretos-y-Consejos-de-Cocina/fl/Origenes-de-la-Cocina-de-Puerto-Rico.htm">http://cocinalatina.about.com/od/Secretos-y-Consejos-de-Cocina/fl/Origenes-de-la-Cocina-de-Puerto-Rico.htm</a></p>	<p>when the sun goes down at dusk. Their melody serenades islanders to sleep. Coquíes sing all night long until dawn when they stop singing and head back to the nest. Coquíes are cultural symbol for Puerto Rico.</p> <p><i>Cocina Criolla</i> can be traced back to the Arawaks and <i>Táinos</i>, the original inhabitants of the island, who thrived on a diet of corn, tropical fruit, and seafood. When Ponce de León arrived with Columbus in 1493, the Spanish added beef, pork, rice, wheat, and olive oil to the island's foodstuffs. Soon after, the Spanish began planting sugarcane and importing slaves from Africa, who brought with them okra and taro (known in Puerto Rico as <i>yautia</i>).</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
situations.		<p>making it. This could be done through iMOVIE, Photostory or PowerPoint.</p> <p><b><u>Flyswatters</u></b></p> <p>The names of Puerto Rican holidays, geographic features and novelists are splashed onto a board. The class is divided into two teams. Each team numbers off. The first two contestants are given a flyswatter. They compete to think of the answer to the teacher's question and find it on the board.</p>		<p><i><b>Sofrito</b></i> is a sautéed mixture of seasonings and finely chopped vegetables, such as onions, garlic, and peppers, used as a base for many Spanish, Caribbean, and Latin American dishes.</p>
<p><b>SLO # 5</b></p> <p>Identify, discuss and demonstrate your knowledge of the impact of Puerto Rican music, artists and celebrities in the United States.</p> <p><b>7.1.II.A.5</b></p> <p>Demonstrate</p>	<ul style="list-style-type: none"> <li>• How do music and history influence each other?</li> <li>• What determines the style of music that a country will adopt?</li> </ul>	<p><b><u>Reading Comprehension/ Discussion</u></b></p> <p>In groups, assign students to read parts of "<i>Historia y origen de la música Boricua</i>". Each group will discuss, summarize and report back to the whole class. Teacher will play a musical selection after each group's report.</p>	<p><b>Historia y origen de la música Boricua - text &amp; video</b></p> <p><a href="http://www.salohogar.net/Enciclopedia_Ilustrada/Musica_puertorriquena.htm">http://www.salohogar.net/Enciclopedia_Ilustrada/Musica_puertorriquena.htm</a></p> <p><b>Crooked Stilo ft. Flakiss - una canción Hip-Hop</b></p>	<p><i><b>Tito Puente</b></i>, the son of Puerto Rican immigrants, was born in New York City. He was a musical pioneer, mixing musical styles with Latin sounds and experimenting in fusing Latin music with jazz.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b> Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p><b>7.1.II.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.III.A.1</b> Analyze and critique information contained in culturally authentic materials using electronic information and other</p>	<ul style="list-style-type: none"> <li>• How does music elicit emotions?</li> <li>• How does one musical style influence another?</li> <li>• How did various musical genres from Puerto Rico influence Latin America? The United States?</li> </ul>	<p><b><u>Compare and Contrast</u></b> Compare and contrast American Hip-Hop with Hip-Hop Latino. What are the topics addressed in this type of music? Language used? etc.</p> <p><b><u>Journal Entry</u></b> Write a one-page journal entry about your favorite musical genre. You may include your favorite artist, your favorite song and why it is so significant for you.</p> <p><b><u>Puerto Ricans in the US - Biography</u></b> There are many Puerto Rican-American artists who have made it in the music, movies, sports and entertainment industries. Assign students a famous individual from Puerto Rican heritage to research and present biographies. Include images,</p>	<p><a href="https://www.youtube.com/watch?v=swQKNc5ju3g">https://www.youtube.com/watch?v=swQKNc5ju3g</a></p> <p><b>Géneros de música de Puerto Rico</b> <a href="http://www.musicofpuertorico.com/index.php/genero_music_a/">http://www.musicofpuertorico.com/index.php/genero_music_a/</a></p> <p><b>La historia del Reggaetón</b> <a href="http://www.reggaeton-in-cuba.com/esp/historia.html">http://www.reggaeton-in-cuba.com/esp/historia.html</a></p> <p><b>¿Qué es el Reggaetón?</b> <a href="http://www.reggaeton-in-cuba.com/esp/que_es_reggaeton.html">http://www.reggaeton-in-cuba.com/esp/que_es_reggaeton.html</a></p> <p><b>¡Avancemos! 4</b> Comparación Cultural La música Latina Textbook: p. 301</p> <p><b>Puerto Rican Celebrities</b> <a href="http://www.huffingtonpost.com/2012/07/25/puerto-rican-">http://www.huffingtonpost.com/2012/07/25/puerto-rican-</a></p>	<p><i>José Feliciano</i> is a Puerto Rican virtuoso guitarist, singer, and composer known for many international hits, including his rendition of The Doors' "Light My Fire" and the best-selling Christmas single "Feliz Navidad". His music is known for having a mix of styles, for example including both Flamenco music and mellow, easy listening influences in many songs.</p> <p><i>Rita Moreno</i> is a Puerto Rican actress and singer. She is one of the twelve performers to have won all four major annual American entertainment awards, which include an Oscar, an Emmy, a Grammy and a Tony, and was the second Puerto Rican to win an Oscar.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>sources related to a variety of familiar and some unfamiliar topics.</p> <p><b>7.1.IM.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>		<p>famous works, and any other important aspects of their career.</p> <p><b><u>Analysis</u></b> Listen to the song entitled "Qué será" or "Una carta al cielo" by José Feliciano. Write a short analysis of the song and its meaning.</p>	<p><a href="http://celebrities-boricuas_n_1700489.html">celebrities-boricuas_n_1700489.html</a></p> <p><b>José Feliciano- Qué será- una canción de 20 éxitos de oro-CD completo</b> <a href="https://www.youtube.com/watch?v=7burGeC5Wsc">https://www.youtube.com/watch?v=7burGeC5Wsc</a></p> <p><b>José Feliciano- Una carta al cielo- una canción</b> <a href="https://www.youtube.com/watch?v=pme6jo8iruE">https://www.youtube.com/watch?v=pme6jo8iruE</a></p>	<p><i>Menudo</i> was a Puerto Rican boy band that was formed in the 1970s by producer Edgardo Díaz. <i>Menudo</i> was also one of the biggest Latin boy bands in history, releasing their first album in 1977. <i>Ricky Martin</i> was one the original members of the band.</p>

## Unit 7 Vocabulary

### Unidad 7: Vocabulario: Puerto Rico

<u>Vocabulario</u>		<u>Los adjetivos</u>	<u>Los verbos</u>
Los Taínos	Los costumbres	Ciego	Rendir pleitesía
Los petroglifos	Las tradiciones	Sonriente	Percibir
La estancia	Los adornos	Tradicional	Crujir
La despedida	Una lanza	Tropical	Nombrar
Los sitios arqueológicos	Una espada	Lluvioso	Alumbrar
Un bosque	Un güiro	Soleado	Repletar
Las aguas cristalinas	Las maracas	Caluroso	Susurrar
El paraíso tropical	El coquí	Fresco	Reflejar
Un hombre ciego	La narradora	Rico/rica	Quedar
Un símbolo	La novelista	Resentido/resentida	Reservar
Un ídolo	La fe	Arrugado/arrugada	Satisfacer
La alforja	La ilusión	Duro/dura	Organizar
La cautela	El sofrito	Flojo/floja	Abrir
La víspera	Coquito	Abierto/abierta	Cerrar
El manojo	Pasteles	Cerrado/cerrada	Confirmar
La trulla		Apretado/apretada	Incluir
Las parrandas		Distraído/distraída	Romper
El aguinaldo		Caracterizado/caracterizada	Ver
La epifanía		Excéntrico/ excéntrica	Pagar
La estrella de Belén		Adecuado/adeuada	Cantar
Los Reyes Magos		Obligatorio/obligatoria	Bailar
El Hip-Hop Latino		Tramposo/tramposa	Distraer
El reggaetón		Decidido/decidida	Ocupar
La salsa		Puertorriqueño/puertorriqueña	Desocupar
La bomba		Boricua	Hospedar
La plena			

## Unit 7 Vocabulary

### Unidad 7: Vocabulario: Puerto Rico

**Revisión**

La comida  
Las celebraciones  
Las preposiciones  
El tiempo  
La ropa

## Unit 7 Grammar

This Unit will focus on the following grammatical concepts:

- Imperfect subjunctive regulars verbs
- Imperfect subjunctive irregulars verbs
- If clauses
- Putting it all together: 16 tenses

### Unit Project (Choose 1)

1. Menudo was the famous boy band in the 1980's that gave Ricky Martin his start. Watch a Youtube video of them performing their hit: Tú te imaginas:  
<https://www.youtube.com/watch?v=Ghp-EzvA-jI&list=PLsf-PeXaycD7Am4ALO6tkm8pfQjwgMPs1&index=14>  
 You will be provided with a list of 12 items. Put a check next to the ones that you hear included in the song.

Rubric Required

2. Create a short movie on one celebrity of Puerto Rican heritage. Play the role of the celebrity and tell your autobiography including place of birth, childhood, immigration (if it applies), heritage and influence of that heritage on your career. Include music, lyrics, poems and anything that applies to your chosen celebrity. Present your movie to the class.

Rubric Required