

**ROBBINSVILLE PUBLIC SCHOOLS**  
**OFFICE OF CURRICULUM AND INSTRUCTION**  
**WORLD LANGUAGE DEPARTMENT**

**Spanish 1C**

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**BOARD OF EDUCATION INITIAL ADOPTION DATE:**

August 2017

## **Course Philosophy**

Courses in world language and cultures should provide students ongoing and varied opportunities to develop their proficiency across a full range of contexts and using a variety of communication modes, reflecting the richness of the respective target languages and cultures.

A theme-based curriculum allows students to demonstrate proficiencies along the language learning continuum, with topical questions accessible to a variety of proficiency levels guiding instruction and learning. Grammatical skills and vocabulary support, rather than drive the exploration of themes, and deepen in complexity during subsequent years as courses spiral back to familiar themes. Syntactic skills and lexicons should grow in meaningful thematic contexts to best support proficiency development.

By developing a common framework from the beginning to end of the language learning sequence, incorporating enduring understandings and essential questions that are intentionally recycled, teachers can scaffold instruction from level to level based on skills and proficiencies in an embedded context. In this scaffolding approach, skills, proficiencies and contexts are not separate items but rather evolving threads of a common framework.

## **Course Description**

In Spanish 1C, students engage in an interactive study of the following three AP Themes: Public and Private Identities, Families and Communities, and Beauty and Aesthetics. The course builds off students' knowledge of said themes developed during their preliminary exposure in Spanish 1A, approaching topics from using higher level skills while recycling familiar ideas. Spanish IB aims to grow students communicative skills, specifically proficiency in speaking, close reading, listening, and writing. The course frames communicative skills within the three modes of communication: interpersonal, presentational, and interpretative. Students explore interdisciplinary content through the lense of cultural understanding and global awareness.

## **Course Proficiency Goals**

### *Overview of Proficiency Goals*

As students demonstrate proficiencies along the language learning continuum, they will also strive to meet proficiency goals in speaking, reading, writing, and listening by the end of each section of Spanish 1 and subsequent courses. Proficiency standards are aligned with the American Council on Teaching Foreign Languages' (ACTFL) proficiency guidelines.

End of Spanish 1A (6th grade) - Novice Low to Novice Mid

End of Spanish 1B (7th grade) - Novice Mid to Novice High

End of Spanish 1C (8th grade) - Novice High to Intermediate Low

Instructional and assessment practices take into consideration students' individual differences in developing proficiency. Tasks are designed to simulate real world situations and to inclusively allow students of all levels to demonstrate their particular proficiency level.

*Proficiency Goal for Spanish 1C (8th Grade)*

Over the course of Spanish 1C students will progress from **Novice Mid/High** to **Novice High/Intermediate Low** proficiency level in speaking, writing, reading, and listening.

As students move to Novice High, they will be able to speak ask and respond to simple questions on familiar topics, although they require repetition. In addition to using learned phrases, student will be able form original simple sentences and begin attempting to elaborate on familiar topics. Pronunciation, vocabulary, and syntax may still be strongly influenced by the first language. As students reach Novice High proficiency, they are generally understood without much difficulty by those accustomed to language learners. Errors are frequent.

Students moving towards Intermediate Low will begin to create with language drawing on familiar topics. Students elaborate using extensions and can form more questions. Their speech is characterized by pauses, and pronunciation, vocabulary, and syntax may still be influenced by the native language, however, they are understood by those accustomed to language learned without difficulty. Errors are frequent, but usually do no impact comprehensibility.

*See full proficiency descriptions at [http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) (ACTFL (2012), Proficiency Guidelines)*

**Robbinsville Public Schools**  
**Scope, Sequence and, Assessment**

**Spanish 1C**

Unit Title	Unit Understandings and Goals	Recommended Duration	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Personal and Public Identities	<p>The purpose of this unit is to equip students to <i>share</i> aspects of their own personal and public identities and to better understand the identities of others.</p> <p>The unit guides students through forces that shape identity around the globe such as assimilation and multiculturalism, highlighting interaction between European and Pre-colombian civilizations.</p> <p>Students will learn to <i>describe</i> their own identities and others' in terms of beliefs and values. Exploring their biographical information, personalities, interests, career paths, education, and national holidays allows students to fully access and <i>express</i> their own identities.</p>	Sept.-Oct.	<p>Surveys of prior knowledge.</p> <p>Group brainstorms.</p> <p>Concept maps.</p> <p>Question based Do Nows.</p> <p>Responding to Essential Questions.</p>	<p>Spontaneous speaking activities discussing videos and photos of students around the world.</p> <p>Interpretive quizzes.</p> <p>Close readings of assorted texts, including summarizing and questioning.</p> <p>Socratic-Seminar style discussions.</p> <p>Short-answer written practice.</p> <p>Whole-class natural questioning.</p> <p>Checks for understanding.</p> <p>Reflections.</p> <p>Listening activities.</p>	<p>Rubric based speaking assessments: -<i>Mock Interviews</i>.</p> <p>Rubric based Presentations: -<i>Mock Career Fair</i>.</p> <p>Responding to Essential Questions.</p> <p>Writing paragraphs.</p> <p>Mini-essays (individual &amp; group).</p> <p>Writing letters.</p> <p>Responding to Essential Questions</p>

				Video activities.	
Families and Communities	<p>This unit aims to engage students in discussions of the interactions between family and community structures, equipping them with the language skills to draw comparisons between communities and analyze the impact of communities' cultures on family life.</p> <p>The unit touches on themes of age, class, customs, and gender as students explore not just the visible features of communities and perspectives they reflect, but families' and communities daily routines and division of labor. Students develop an understanding how communities and homes around the world reflect the culture, economics, climate, and geography of the places surrounding them.</p>	Nov.-Mar.	<p>Surveys of prior knowledge.</p> <p>Group brainstorm.</p> <p>Concept maps.</p> <p>Question based Do Nows.</p> <p>Responding to Essential Questions.</p>	<p>Spontaneous speaking activities discussing videos and photos of students around the world.</p> <p>Interpretive quizzes.</p> <p>Close readings of assorted texts, including summarizing and questioning.</p> <p>Socratic-Seminar style discussions.</p> <p>Short-answer written practice.</p> <p>Whole-class natural questioning.</p> <p>Checks for understanding.</p> <p>Reflections.</p> <p>Listening activities.</p> <p>Video activities.</p>	<p>Rubric based speaking assessments: -<i>Community Comparisons</i>. -<i>My Daily Routine</i>.</p> <p>Rubric based Presentations: -<i>House for Sale</i> -<i>A Day in the Life of...</i></p> <p>Responding to Essential Questions.</p> <p>Paragraph writing.</p> <p>Mini-essays (individual &amp; group).</p> <p>Responding to Essential Questions.</p>

<p>Beauty and Aesthetics</p>	<p>The purpose of the unit is to expose students to the breadth of art forms and movements, considering what makes something art while acquiring and applying universal language for describing art to works that interest students. Students gain understanding of selected Hispanic artists' contributions to world artistic heritage as they learn to discuss and analyze architecture, visual arts, as well as literary excerpts and abridgements. In exploring artists' work and lives, students recycle skills acquired during Unit 1: Personal and Public Identities, learning to "read" art for social, historical, and personal meaning.</p>	<p>Apr.-Jun.</p>	<p>Surveys of prior knowledge.</p> <p>Group brainstorm.</p> <p>Concept maps.</p> <p>Question based Do Nows.</p> <p>Responding to Essential Questions.</p>	<p>Spontaneous speaking activities discussing videos and photos of students around the world.</p> <p>Interpretive quizzes.</p> <p>Close readings of assorted texts, including summarizing and questioning.</p> <p>Socratic-Seminar style discussions.</p> <p>Short-answer written practice.</p> <p>Whole-class natural questioning.</p> <p>Checks for understanding.</p> <p>Reflections.</p> <p>Listening activities.</p> <p>Video activities.</p>	<p>Rubric based speaking assessments: <i>-Museum Chats.</i></p> <p>Rubric based Presentations: <i>-Profile of an Artist.</i></p> <p>Responding to Essential Questions.</p> <p>Paragraph writing.</p> <p>Mini-essays (individual &amp; group).</p> <p>Responding to Essential Questions.</p>
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**Robbinsville Public Schools**

**Unit #1: Personal and Public Identities**

<p><b>Enduring Understandings:</b></p> <p>Our interests, values, customs, cultures, families, and heritage inform our public and personal identities.</p> <p>Region, location, culture, and resources affect the school community and classrooms.</p> <p>Cultures can best be understood when compared with our own.</p> <p>There are similarities and differences in how cultures value education.</p> <p>Educational experience reflects privilege.</p>	<p><b>Essential Questions:</b></p> <p><b>LONG TERM:</b></p> <p>Why study another language?          How does language shape culture?          Why should we study other cultures and what does it teach us?          How can I closely read a text for understanding?          How can I make myself understood through a limited lexicon in the target language?          How can I extend conversation?</p> <p><b>UNIT:</b></p> <p>Who am I?          How do I express my identity in personal and public spaces?          What is culture? How does it connect to identity?          What happens when cultures collide?          What do our academic experiences and communities tell us about the value of education in our culture and around the world?          How does my identity shaped by my school community and academic experience in comparison to students around the world, especially in Spanish speaking countries?          What is the reach of a community’s responsibility in supporting education as a cross-cultural value?</p>
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<p><b>Guiding / Topical Questions with Specific Standards</b></p>	<p><b>Content, Themes, Concepts, and Skills</b></p>	<p><b>Teaching Strategies</b></p>	<p><b>Instructional Resources and Materials</b></p>	<p><b>Assessment Strategies</b></p>
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7.1.NH.A.1	What is my personality like?	<b>QUESTION WORDS</b> SWBAT <sup>1</sup> respond to simple questions related to the self using interrogatives (Question words: <i>qué, cuál(es), cómo, cuánto/a(s), quién(es), por qué, cuándo</i> )	Input structures for describing origin, age, language spoken, Hispanic figures of teachers' choosing (suggested: Princess Leonor, familiar singers) and teacher as examples.	CHAPTERS: Ch. 8, <i>Encuentro entre culturas, Realidades 3</i>	INTERESTS & PERSONALITY QUIZ Students identify present tense verbs/activities & personality traits/adjectives (INTERPRETIVE)
7.1.NH.A.2					
7.1.NH.A.3	What interests me?			Ch. 8 <u>¡Exprésate!</u>	Students identify present tense verbs/activities & personality traits/adjectives (INTERPRETIVE)
7.1.NH.B.1	How does my identity connect to my future career path?	<b>IDENTITY</b> SWBAT describe... Origin, heritage, multiculturalism, languages spoken, religion, age, cultural customs/traditions (using <i>ser &amp; estar</i> ).	“Show & Tell” - Students bring in several objects representing their identities (beliefs, value, interests, origin, culture, etc.) and present to peers.	MORE READINGS: <a href="#">TECLA</a>	PROFESSIONS QUIZ Match professions and descriptions (INTERPRETIVE)
7.1.NH.B.2					
7.1.NH.B.3				READINGS: <i>¿Quiénes trabajan?, ¡Así se dice!</i>	
7.1.NH.B.4	What are aspects of my culture?	<b>PERSONALITY</b> SWBAT describe... Likes, interests, activities, adjectives for describing personality (using verbs like <i>gustar, regular present tense verbs, yo-go verbs, stem changing verbs, -uir verbs, necesitar + infinitive</i> )	Groups brainstorms adjectives to survey prior knowledge. Teacher compiles.	<i>Escuelas aquí y en Latinoamérica, ¡Así se dice!</i>	MOCK RESUME Build a resume using a teacher provided template (PRESENTATIONAL WRITING)
7.1.NH.B.5					
7.1.NH.C.2	What are my cultural values?		Students look up professions of interest. Teacher surveys, compiles, and distributes/posts.	<a href="#">Las culturas precolombianas, TECLA</a>	
7.1.NH.C.3	Why is education a cross-cultural value?	<b>CAREERS</b> SWBAT... Apply personality traits, likes, and interests to describe select professions, create resumes, and role play interviews (using <i>noun/adjective agreement, querer + ser + profession</i> )	Students sort selected professions by field. Students sort selected adjectives and verbs by profession (in preparation for resume writing)		
7.1.NH.C.4	How do regional differences impact family and education?	<b>EDUCATION: A CROSS-CULTURAL VALUE</b> SWBAT describe and compare students identity of self and other in terms off... Privilege, opportunity, diversity (ethnic and gender), access to technology, <b>child</b>	Students write imaginary resumes describing job responsibilities and their qualities using present tense.	VISUAL “TEXTS”: <a href="#">Documentary clips of "On the way to school"</a> <a href="#">Students cross river by cable - Colombia, Univisión</a> <a href="#">Students cross lake</a>	MOCK CAREER FAIR Students build a employer brochure, role play employers and applicants demonstrating public identity (INTERPERSONAL & PRESENTATIONAL)
7.1.NH.C.5					
<a href="#">NJ Students Learning Standards World Languages</a>					
Communication (1.1 -1.3) Culture (2.1 - 2.2)	What is assimilation?		Students create career fair company brochure outlining desired qualities and responsibilities of candidates.		

<sup>1</sup> SWBAT - Students will be able to

<p>Comparisons (4.1-4.2) Connections (3.1 -3.2) Communities (5.1 - 5.2)</p> <p><a href="#">ACTFL National Standards</a></p>	<p>Who were the Pre-Columbian civilizations?</p> <p>How did Latin America become multicultural?</p>	<p><b>labor</b>, cultural differences in schedules, <i>ir + a + destination</i></p> <p><b>ASSIMILATION &amp; MULTICULTURALISM</b> <b>PRE-COLUMBIAN CIVILIZATIONS</b> (<i>i.e. AZTEC, MAYAN, INCA</i>) SWBAT explain the impact and history of contact between Hispanic cultures, (such as the Moors &amp; Christians in Spain or Hernando Cortez &amp; the Aztecs).</p> <p>SWBAT describe culture of pre-Columbian civilizations (i.e. education, beliefs), class structures/hierarchy, gender roles (girls and boys educated differently), beliefs &amp; values, assimilation (history of Spanish conquest).</p> <p><b>CELEBRATIONS REFLECTING IDENTITY</b> SWBAT explain how Thanksgiving reflects a national identity and multiculturalism.</p> <p>SWBAT explain the values and beliefs behind Day of the Dead and Christmas reflect a shared Hispanic identity.</p> <p><b>THANKSGIVING</b> History of assimilation &amp; alienation of native indigenous people, multiculturalism of Americans, patriotism, beliefs, values, national identity.</p>	<p>Students closely read<sup>2</sup> <i>¿Quiénes trabajan?</i></p> <p>Input terms for comparing identities and values of students around the world using photographs. Students then discuss identities and values of students in <i>Classroom Portraits</i>.</p> <p>Students view and analyze how school schedules reflect local identity, values, and beliefs.</p> <p>Input using TPR verbs for students describing and discussing video clips of how students go to school in other parts of the world from documentary, <i>On the way to school</i>, and univision.com newsclips.</p> <p>Students closely read <i>Escuelas aquí y en Latinoamérica</i>.</p> <p>Students closely read texts on pre-Columbian civilizations and European contact, conquest, and colonization.</p>	<p><a href="#">by bucket - Perú</a>, Univisión</p> <p><a href="#">Photos of "Classroom Portraits"</a>.</p> <p>Authentic Hispanic academic schedules (teacher selects)</p>	<p>MOCK INTERVIEWS Role play an interview for a job, college admissions interview, or at a career fair interview focusing on personality traits, interests, job responsibilities. (INTERPERSONAL)</p> <p>ADOPT A SCHOOL Write letter to admin explaining school's needs and justifying fundraising using double verb structures describing what we can do to <i>podemos + infinitive</i> (PRESENTATIONAL WRITING)</p> <p>A CRAZY DAY AT SCHOOL Creative &amp; highlighting 10+ present tense verbs (PRESENTATIONAL WRITING)</p>
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<sup>2</sup> Close reading steps: 1. annotate text by highlighting & defining new words, 2. summarize chunks, 3. form questions, 4. discuss in groups

		<p><b>DAY OF THE DEAD</b> Beliefs, value of ancestry, mood.</p> <p><b>LA NAVIDAD</b> Religion as part of Hispanic identity, beliefs.</p> <p><b>COLOMBUS DAY</b> Different perspectives; did he really discover America? How is he viewed by different groups?</p>			<p>SOCRATIC STYLE DISCUSSIONS After close reading texts and writing questions (INTERPERSONAL &amp; INTERPRETATIVE)</p> <p>READING QUIZZES Comprehension questions based on texts from class (INTERPRETATIVE).</p>
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## Robbinsville Public Schools

### Unit #2: Families and Communities

<p><b>Enduring Understandings:</b></p> <p>Communities and homes around the world reflect the culture, economics, climate, history, and geography of the places surrounding them.</p> <p>Products and practices found in and around communities and homes reflect cultural perspectives and realities.</p> <p>Many products and practices related to home and community are shared across cultures: others are culturally specific.</p> <p>Location of a community offers both advantages and disadvantages to the families that live there.</p> <p>A community’s work and school schedules impact the families living there.</p> <p>Household responsibilities and daily routines vary among family members from culture to culture, reflecting gender norms.</p> <p>Global societies are diverse, creating varied perspectives, contributions, and challenges.</p>	<p><b>Essential Questions</b></p> <p><b>LONG TERM:</b></p> <p>Why study another language?          How does language shape culture?          Why should we study other cultures and what does it teach us?          How can I closely read a text for understanding?          How can I make myself understood through a limited lexicon in the target language?          How can I extend conversation?</p> <p><b>UNIT:</b></p> <p>What is my family like?          How does my family contribute to the community? How do I contribute to my family?          What is my community like and why?          How does a community support its individuals?          What are the advantages and disadvantages of different communities?          How do communities and homes reflect culture, history, economics, climate, and or global challenges?          How do routines impact families and communities?          How do my family’s responsibilities compare to those of families in the target culture?</p>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1.NH.A.1	How are members	<p><b>FAMILY STRUCTURES</b></p> <p>SWBAT describe families in terms of... professions, family diversity, adoptions, divorce, marriage (<i>esposo vs. marido</i>), extended families, family friends,</p>	<p>Input terms for describing diverse families using Modern Family, Spain’s royal family, and other famous Hispanic families (teacher</p>	<p>READINGS:</p> <p><i>Una familia ecuatoriana</i>, <u>¡Asi se dice! 1</u></p>	<p>FAMILY PORTRAITS</p> <p>Describe picture of family. Include, relationships,</p>
7.1.NH.A.2	of my				
7.1.NH.A.3	family				

<p>7.1.NH.B.1</p> <p>7.1.NH.B.2</p> <p>7.1.NH.B.3</p> <p>7.1.NH.B.4</p> <p>7.1.NH.B.5</p> <p>7.1.NH.C.2</p> <p>7.1.NH.C.3</p> <p>7.1.NH.C.4</p> <p>7.1.NH.C.5</p> <p><a href="#">NJ Students Learning Standards World Languages</a></p> <p>Communication (1.1 -1.3)</p> <p>Culture (2.1 - 2.2)</p> <p>Comparisons (4.1-4.2)</p> <p>Connections (3.1 -3.2)</p> <p>Communities (5.1 - 5.2)</p>	<p>related to me?</p> <p>What do my family members do for a living?/How do different professions contribute to the community?</p> <p>What are the responsibilities of different profession?</p> <p>What professions interest me and why?</p> <p>What does my community look like and why?</p>	<p>godparents, gender roles, <i>Modern Family</i>. (<i>tener + años, controlling ser, hay, &amp; tener</i>)</p> <p><b>COMMUNITIES &amp; HOMES</b> SWBAT describe, compare, and analyze communities and homes exterior &amp; interior features.</p> <p>SWBAT cite advantages and disadvantages, and express preference for different types of communities, different types &amp; locations of communities (rural, suburban, urban); advantages &amp; disadvantages Inside (rooms, furniture) &amp; outside (fences, walls, gates, pools, patios) features. (<i>controlling ser, estar, hay, &amp; tener</i>)</p> <p><b>CULTURAL COMPARISONS OF COMMUNITIES</b> SWBAT compare communities in LATAM<sup>3</sup> and US in terms of interior and exterior features and function. (<i>controlling ser, estar, hay, &amp; tener</i>)</p> <p>*US vs. LATAM -Walls &amp; gates for safety (LATAM). -Police in US, guardianes in LATAM -Fences for privacy, pools b/c of more space (US). -No dryers, interior patios b/c it's hot (Colombia). -Smaller fridges b/c people shop daily (Colombia).</p>	<p>selected), followed by spontaneous speaking practice.</p> <p>Interpretative task completing family tree for Spain's royal family based on text.</p> <p>Speaking activities describing family photos students bring in.</p> <p>Students closely read, <i>Una familia ecuatoriana</i>, comparing their families and communities in Robbinsville to the texts' family in Quito, Ecuador.</p> <p>Input cultural comparisons of home and communities in US and LATAM, targeting homes' exterior features followed by spontaneous speaking and written practice.</p> <p>Students closely read <i>¿El campo o la playa?</i> focusing on advantages of different community locations.</p> <p>Watch <i>Una casa rural</i> (videoele.com) and adding to advantages of rural vs. urban communities, extracting names of furniture and interior features of home.</p>	<p><i>¿El campo o la playa?</i>, <a href="#">TECLA</a></p> <p><i>La casa de mis sueños</i>, <a href="#">TECLA</a></p> <p><i>La rutina de Silvia</i>, <a href="#">TECLA</a></p> <p><i>Las comidas y los horarios en España</i>, <a href="#">TECLA</a></p> <p><a href="#">Tareas del hogar para los adolescentes</a></p> <p><a href="#">Authentic minimum wage announcements</a></p> <p>VISUAL &amp; AUDITORY:</p> <p><a href="#">Modern Family (TV show) Family Tree</a></p> <p><a href="#">3D models of homes</a></p> <p><a href="#">Cuban artists', Los Carpinteros installation artwork</a></p> <p><a href="#">Una casa rural. videoele.com</a></p>	<p>professions, &amp; personality. (PRESENTATIONAL WRITING).</p> <p>HOMES &amp; COMMUNITIES QUIZ Match descriptions of homes, identify &amp; categorize parts of home &amp; community (INTERPRETIVE).</p> <p>COMMUNITY COMPARISON Pairs compare homes &amp; communities spontaneously forming questions. May act as realtor &amp; buyer, friends or a family looking for Air B &amp; B. (INTERPERSONAL).</p> <p>HOUSE FOR SALE Students as a realtor marketing a home and community in gallery style presentation (PRESENTATION)</p>
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<sup>3</sup> LATAM - Latin America

<p><a href="#">ACTFL National Standards</a></p>	<p>What are the advantages of living in or visiting suburban, urban, and rural communities?</p> <p>How does rural Peruvian communities' access to "improved kitchens" impact women and children's' health?</p> <p>What factors impact division of household labor within families?</p> <p><a href="#">How are household chores similar and different</a></p>	<p>-Separate garbage for organic matter for pigs (Colombia).</p> <p>*US vs. SPAIN SWBAT explain why homes are usually made in US of wood but in Spain of concrete in terms of culture, climate, and economics.</p> <p>-Materials used to build homes &amp; why. -Function of concrete in Spain &amp; wood in US (<i>Cultural</i>: multigenerational household in Spain, more geographical movement in US, <i>Climactic</i>: concrete resists heat better, &amp; <i>Economic</i>: more deforestation in Spain means wood is \$\$). (<i>Prepositions of location, estar vs. hay vs. tener, ser+de+material</i>).</p> <p>*PERU SWBAT explain how and why traditional kitchens in Peru<sup>4</sup> create problems for women and children in rural Peruvian communities and how <i>cocinas mejoradas</i> (improved kitchens) aim to solve them. -Problems with <i>cocinas tradicionales</i> -Construction of <i>cocinas mejoradas</i> -Benefits of <i>cocinas mejoradas</i></p> <p><b>COMMUNITY CONTRIBUTIONS</b> CHORES SWBAT describe how they contribute to</p>	<p>Students closely read, <i>La casa de mis sueños</i>, further extracing (<i>conditional these for describing where students would want to live</i>)</p> <p>names of furniture and interior features of home.</p> <p>Input other interior features of homes (teacher selected).</p> <p>Spontaneous speaking activities discussing household objects in Cuban artists <i>Los Carpinteros</i>' installations and 3D models of homes.</p> <p>Input materials homes are made of.</p> <p>Storytelling: <i>Los tres cerditos</i>. Tell students story of 3 Little Pigs, students help tell story, students tell each other, practicing materials.</p> <p>Input cultural, climatic, and economic functions for building homes of concrete vs. madera with spontaneous speaking and writing practice following.</p>	<p><a href="#">Cocinas mejoradas</a></p> <p><a href="#">Authentic audio of daily routines from Texas University.</a></p> <p>TEACHER RESOURCES:</p> <p><a href="#">Use of wood in US but cement in Spain to build homes</a></p> <p><a href="#">Cocinas mejoradas in Perú</a></p> <p><a href="#">Changing Spain's national work schedule</a></p>	<p>AL).</p> <p>DAILY ROUTINE QUIZ Identify &amp; match reflexive verbs (INTERPRETIVE).</p> <p>MY DAILY ROUTINE Describe your daily routine, responding to teacher generated questions. (INTERPERSONAL).</p> <p>A DAY IN THE LIFE OF... Compare the daily routine of two people in your family discussing chores, reflexive verbs, community, parts of the home (PRESENTATIONAL).</p> <p>CHORES QUIZ Identify Chores (INTERPRETIVE).</p>
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<sup>4</sup> Poor rural families in Peru cook on open fires without ventilation, women and children working in home suffer health problems (men work outside of home). Initiatives (private organizations' and government funded) aim to construct cocinas mejoradas with 2 main benefits: space for more than one pot (one for cooking, one for boiling drinking water), chimney ventilating smoke). Read more at, [Cocinas que mejoran la vida.](#)

	<p>around the world?</p> <p>What is minimum wage? How does it affect families and communities?</p> <p>What is my and my family's daily routine?</p> <p>How does having a longer work and school day in Spain impact communities and families?</p>	<p>their home through chores.</p> <p>SWBAT describe division of household labor in their families.</p> <p>SWBAT give reasons for and express obligation with chores.</p> <p>SWBAT explain graphical representations of trends in division of household labor by gender and countries.</p> <p>SWBAT express opinion on appropriateness of chores for children of different ages.</p> <p>SWBAT analyze impact of minimum wage on communities.</p> <p>-Chores &amp; division of household labor as they reflect AP subthemes age, class, citizenship.          -Reasons for doing chores.          -Recycle child labor as it reflects AP subthemes age &amp; class.          -Minimum wage.  <i>(Adverbs of frequency, expressions of obligation: deber, tener que, necesitar + infinitive, pensar que, creer que).</i></p> <p><b>COMMUNITY &amp; FAMILY LIFE</b>  <b>DAILY ROUTINE</b>          SWBAT describe daily routine of self and others controlling reflexive verbs.</p> <p>SWBAT explain debate in Spain around modifying national work schedule citing impact on families and communities.</p>	<p>Input the problem of traditional kitchens in Peru and the solutions. Students explain graphics.</p> <p>Transition from cooking &amp; kitchens to to other household chores. Survey prior knowledge in groups, what other chores do we know?</p> <p>Input chores &amp; reasons for doing them.</p> <p>Discuss and analyze <a href="#">graphs of division of household labor</a>.</p> <p>Students closely read article on chores for teens, <i>Tareas del hogar para adolescentes</i>.</p> <p>Interpretative task analyzing impact of minimum wage on families &amp; communities.</p> <p>Input daily routine reflexive verbs using TPR and/or props.</p> <p>Students describe in writing photo series of daily routines.</p> <p>Students closely read, <i>La rutina de Silvia, Las comidas y los horarios en España</i> and/or other texts addressing Spanish schedule, extracting key cultural, community characteristics in Spain.</p>		<p>MY CALENDAR          Create &amp; describe calendar of responsibilities (chores, recycle activities) using <i>expressions of obligation and adverbs of frequency</i>.          (PRESENTATIONAL WRITING).</p> <p>SPANISH CIRCLE          Socratic Seminar-style discussion of texts.          FORMATIVE.          (INTERPERSONAL).</p>
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		<p>SWBAT cite cultural characteristics of Spanish communities' daily life after close reading, <i>La rutina de Silvia</i>  Daily routine vocabulary (despertarse, lavarse, ponerse la ropa, etc.).  <i>La rutina de Silvia</i>: studying more languages, la siesta, time for leisure throughout the day, mid-morning break, longer work &amp; school days, <i>el bachillerato</i>.</p> <p>The debate around labor schedule in Spain (ending work day at 6pm) &amp; impact on families &amp; communities (<i>i.e.</i> collaborating with other European countries, childcare, sleep, workplace productivity)  (<i>Reflexive verbs, two verb structure with reflexives, antes de+ infinitive, después de+infinitive</i>).</p>	<p>Input debate in Spain surrounding work and school schedule in Spain and impact on families and communities using photos, following by spontaneous speaking and written practice.</p>		
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## Robbinsville Public Schools

### Unit #3: Beauty and Aesthetics

<p><b>Enduring Understandings:</b>          Art comes in many forms; two and three dimensional.</p> <p>Architecture, painting, literature, installations, murals, and photography are all artforms.</p> <p>In the academic study of art, works and artists are grouped by movements.</p> <p>Art can reflect culture, history, climate, personal experience, and economics.</p> <p>Art can comment on global challenges like inequality.</p>	<p><b>Essential Questions:</b></p> <p><b>LONG TERM:</b>          Why study another language?          How does language shape culture?          Why should we study other cultures and what does it teach us?          How can I closely read a text for understanding?          How can I make myself understood through a limited lexicon in the target language?          How can I extend conversation?</p> <p><b>UNIT:</b>          What is Art?          Why do artists create Art?          How can we discuss Art?          How does art and architecture reflect culture, personal experience, climate, economics, and/or history?</p>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3	What are different types of art?  What characterizes different movements of art?  What is Surrealism?	<p><b>TYPES OF ART</b>            SWBAT identify and categorize works of art by form/type.</p> <p>Suggested: Painting, sculpture, installation, photography, architecture, literature, film.</p> <p><b>MOVEMENTS OF ART</b>            SWBAT situate in, categorize, and explain which movement a work of art belongs to.</p>	<p>Intro unit by showing students seemingly unrelated images that are all forms of art (a Los Carpintero’s installation, Cervantes’ <i>Don Quijote</i>, Spanish cuisine, Gaudi’s <i>La casa Milá</i>, a Diego Rivera mural, and a Botero sculpture). Students try to deduce the commonality and the EQ.</p> <p>Input types of art that teacher selected artists will later capture.</p>	<p>CHAPTERS:            Ch. 3, <a href="#">Paso a Paso 3</a></p> <p>MAGAZINE:  <a href="#">TECLA</a></p> <p>READINGS:  <a href="#">Frida Kahlo</a>,  <a href="#">pintora universal</a>,  <a href="#">TECLA</a>   <a href="#">El espíritu de Frida</a></p>	<p>MATCHING QUIZ            Match descriptions with works of art. (INTERPRETATIVE).</p> <p>MUSEUM CHAT            Pairs spontaneously discuss two works of art and their preference in terms</p>

<p>7.1.NH.B.4</p> <p>7.1.NH.B.5</p> <p>7.1.NH.C.2</p> <p>7.1.NH.C.3</p> <p>7.1.NH.C.4</p> <p>7.1.NH.C.5</p> <p><a href="#">NJ Students Learning Standards World Languages</a></p> <p>Communication (1.1 -1.3)</p> <p>Culture (2.1 - 2.2)</p> <p>Comparisons (4.1-4.2)</p> <p>Connections (3.1 -3.2)</p> <p>Communities (5.1 - 5.2)</p> <p><a href="#">ACTFL National Standards</a></p>	<p>Cubism? Social realism?</p> <p>What are the visual and emotional aspects of art?</p> <p>How can I describe a work of art?</p> <p>What inspired and influenced Salvador Dali? What is his artwork like?</p> <p>What inspired and influenced Fridah Khalo? What is her artwork like?</p> <p>What historical event does Picasso's <i>Guernica</i> represent?</p> <p>Why are their cave homes in Spain?</p> <p>What is Antoni Gaudi's</p>	<p>Suggested movements:</p> <p>-Surrealism and it's connection to Sigmund Freud, psychoanalysis &amp; dreams.</p> <p>-Cubism, use of geometirc forms and abstraction.</p> <p>-Social Realism.</p> <p>-Mexican Muralism.</p> <p><b>DESCRIBING WORKS OF ABOUT ART</b></p> <p>SWBAT describe, compare, and analyze visual and emotional elements of works of art.</p> <p>Suggested: Foreground, background, medium, type, tone, subject matter, color, lines, principles of design: movement, balance, symmetry, etc. See Chapter 3, <a href="#">Paso a Paso 3</a>. (<i>Ser vs. estar vs. hay, agreement</i>).</p> <p><b>SELECTED ARTISTS &amp; WORKS</b></p> <p>SWBAT describe artists biographically.</p> <p>SWBAT explain social or historical context or influences behind of works of art.</p> <p><i>Suggested:</i></p> <p>-Salvador Dali's paintings &amp; influence of the subscios (Surrealism).</p> <p>-Antoni Gaudi's architecture (Surrealism).</p> <p>-Fridah Kahlo's self-portraits &amp; autobiographical paintings (Surrealist, but favors her experiences in lieu of dreams/subconsciousness).</p> <p>- Picasso's <i>Guernica</i> and the history of</p>	<p>Input movements of art that teacher selected artists will later fit into.</p> <p>Survey prior knowledge of art (color, mood, etc.). Compile &amp; post in classroom.</p> <p>Direct instruct selected works and artists.</p> <p>Students describe and compare in writing and speaking activities works of art.</p> <p>Students closely read texts on Fridah Kahlo.</p> <p>Students closely read <a href="#">Fotografias por una causa justa</a>.</p> <p>Students closely read abridged Spanish literature (teacher selected; suggested: Don Quijote).</p>	<p><a href="#">Kahlo, TECLA</a></p> <p><a href="#">Velázquez, TECLA</a></p> <p><a href="#">Fotografias por una causa justa, TECLA</a></p> <p><a href="#">IV Centenario de la publicación del Quijote, TELCA</a></p> <p>Abridged Don Quijote, <a href="#">¡Asi se dice! 1</a></p> <p><a href="#">Fotografias por una causa justa</a></p> <p>VISUALS: <a href="#">¿Dónde duermen los niños? By James Millison</a></p> <p><a href="#">Classroom Portraits, by Julian Germain</a></p> <p><a href="#">Los Carpinteros, Marco Castillo &amp; Dagoberto Rodriguez</a></p> <p><a href="#">Surrealist architecture</a></p> <p><a href="#">Gaudi's surrealist architecture in Barcelona</a></p>	<p>of content, movement, influences, subject matter, etc. (INTERPERSONAL).</p> <p>ART COMPARISON</p> <p>Compare photos from <i>¿Dónde duermen los niños? &amp; Classroom Portraits</i>, discussing: Who are the artists? Describe their artwork.</p> <p>How is their artwork similar?</p> <p>Suggested: Group writing on big paper. Gallery walk peer edit. (PRESENTATIONAL WRITING).</p> <p>PROFILE OF AN ARTIST</p> <p>Present works of art from a Hispanic artist of student's choosing in gallery walk. All target concepts applied: type, movement,</p>
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	<p>architecture like?</p> <p>How were castles in Spain built and why?</p> <p>What do pre-Columbian architectural or artistic monuments look like?</p> <p>What is known about their history?</p> <p>What is the purpose of the photography series, <i>¿Donde duermen los niños?</i> and <i>Classroom Portraits</i> ?</p>	<p>depicted conflict (Cubism). - Diego Rivera, Mexican Muralism, Social Realism. - Fernando Botero. (preterite third person verbs for describing artists' lives: <i>nació, le gustó, vivió, tuvo, estudió, etc.</i> )</p> <p><b>ARCHITECTURE</b> SWBAT explain how architecture reflects culture, climate, history, and economics.</p> <p>-Types of homes (recycling concepts from Unit 2: Families and Communities).</p> <p>-Materials used to build homes -Function of concrete in Latin America &amp; wood in US (<i>Cultural</i>: multigenerational household in Latin America, more geographical movement in US, <i>Climactic</i>: concrete resists heat better, &amp; <i>Economic</i>: more deforestation in Latin America means wood is \$\$).</p> <p>-Caves in Granada, Spain (<i>Historical function</i>: protection). -Castles in Spain on hills (<i>Historical function</i>: protection b/c of conflicts between regions). -Pre-Columbian monuments (teacher selected); <i>Suggested: The Inca's Machu Picchu</i> in Peru, Chile's <i>Isla de Pascua</i> &amp; <i>los moais</i>.</p> <p><b>PHOTOGRAPHY AS SOCIAL COMMENTARY</b> SWBAT articulate artists' goals in creating socially conscious photography.</p>		<p><a href="#">More Gaudi</a></p> <p>TEACHER RESOURCES:</p> <p><a href="#">Easter Island &amp; the giant stone statues, los moais</a></p>	<p>descriptors, inspiration, influence and artists' biographical information. Students may dress up or act as the artist. <i>Format of visuals: Instagram page, FaceBook page, website, Google Slides, Prezi, poster, etc.</i> (PRESENTATION AL).</p>
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