

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**WORLD LANGUAGE DEPARTMENT**

# **HISPANIC CINEMA / CINE HISPANO**

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## Course Philosophy

Every individual develops intellectually at their own pace and to their own level. For high school aged students, it is important to relate material back to students' lives so that it feels relevant. Students enrolled in World Language courses should be provided an array of opportunities to understand and to be understood in the target language. The material should be authentic and cover cultural identities and issues in countries that speak the target language, as well as their comparison to the student's own cultural identity and issues, presented in the target language. The end goal is to have students develop a proficiency level in understanding and communicating on personal and global topics by hearing and using the target language frequently.

To achieve this, the Hispanic Cinema course will use the medium of film. Students can benefit from language learning through cinema for a number of reasons. According to Hodgson and Burque, who have developed Cinematic Therapy, film is effective in helping people connect with issues and themselves because it provokes emotion; focuses on problems; enhances communication through discussion; provides cathartic release of emotions; facilitates relaxation; decreases anxiety; encourages reflection on new perspectives; fosters creativity; improves relationships by providing a topic of conversation; helps deal with loss through connection with characters; inspires strength through identification with characters; and is simply entertaining. Academically, watching a film in one's non-native language enhances listening skills, fosters cultural awareness, and improves analytical skills by interpreting video and video text. When students see another culture first-hand through video, they are better able to understand that culture and see the similarities/differences with/between his/her own. This visual medium lends itself to breaking down barriers quickly and effectively. This, in addition to text, vocabulary, and pop-up grammar will give students a strong and authentic picture of Hispanic culture.

The thematic approaches included in this curriculum are the expansion of the six themes from the revised Advanced Placement Test (Personal and Public Identity, Families and Communities, Beauty and Aesthetics, Global Challenges, Science and Technology, and Contemporary Life) for several languages, including Spanish, Italian, and French. As the first three themes are the focus for levels 1 and 3, and the other three are taught in levels 2 and 4, "expansion" means recycling what has already been learned, and developing higher order thinking skills along the way. Films will address real world issues within the AP Themes that occur in Spanish-speaking communities throughout the world and students will be expected to invest themselves in understanding people and perspectives that may be different from their own. Appropriate level vocabulary will be taught before each film so that students are prepared to engage the topics addressed therein. The activities and rigor of the course will be matched to meet the proficiency guidelines outlined in the New Jersey Core Curriculum Content Standards for World Languages. This is an upper-level course meant for students post-Spanish 4.

Differentiation is possible within each theme and each communicative mode: interpretive, interpersonal, and presentational. All three modes are present in each thematic unit.

Also included in each thematic unit are The Five Cs of World Language. These support the framework of the course and entail: Communities, Comparisons, Culture, Communication, and Connections. The use of essential questions (asked and answered) and enduring understandings that resurface and expand will grow with the language learner's ability and skills.

### **Course Description**

Students of Hispanic Cinema will continue their connection to Spanish language and culture by revisiting all six of the new AP Themes: Personal and Public Identity, Families and Communities, Beauty and Aesthetics, Global Challenges, Science and Technology, and Contemporary Life. Through these broad themes, students will discuss issues that deal with and affect Spanish-speaking people throughout the world, such as labor and living wages, child labor, civil war, illness, family and social struggles, educational inequities, immigration, femicide and violence against women/girls, political corruption and crime, classism, racism, indigenous people in a modern society, nationalism and heroism, religions, and the role of athletics in Hispanoamerica. Students will explore these topics through pre-activities with vocabulary and articles, discuss their opinions on the characters in the films (their motivations, actions, feelings, etc.), and discuss how this compares/contrasts with their own culture. They will be stimulated to think on a global level and recognize and appreciate differences in cultures.

Students taking this course should function at a level of Intermediate Mid. According to the ACTFL Guidelines, "Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language." This means that students are, at least, able to use simple sentences to discuss familiar topics. They are able to pull main ideas and some details on familiar topics in reading and speech. By the end of the year, students should be able to demonstrate the ability to understand and communicate orally on the topics studied in the course in Spanish at the proficiency level Intermediate Mid or High, where students make the jump to include personal interest and studies, asking and answering basic questions in a conversation, and using more information in their responses. They will comprehend appropriately leveled written and spoken Spanish-language material based on these themes from the films and accompanying written texts. Through analyzing and interpreting these topics, students will learn the necessary skills and strategies for successful expressions in the interpersonal, interpretive, and presentational modes.

## Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>● Films:<ul style="list-style-type: none"><li>○ El sándwich de Mariana (intro)</li><li>○ Ghosts of Machu Picchu</li><li>○ Ixcnul</li><li>○ La ciudad</li><li>○ La jaula de oro</li><li>○ Entre nos</li><li>○ César Chavez</li><li>○ La cosecha</li><li>○ Evita</li><li>○ Machuca</li><li>○ Viva Cuba</li><li>○ Pelotero</li><li>○ How to be a Miss</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Teacher-created vocabulary and activities</li><li>● Articles, movie clips, activities found online</li><li>● Culturally Authentic Materials: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language</li></ul>

## Integration of 21st Century Themes and Skills

### Educational Technology

**Standards: 8.1.8.A.2; 8.1.12.B.2; 8.1.12.C.1**

- **Technology Operations and Concepts:** (8.1.8.A.2) Students can create a document (e.g. newsletter, reports, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Example: An online application like Canva or Piktochart can be used to submit a final presentation for the film *César Chavez*, which highlights the issue of latino migrant labor in the United States.

**Example:** Students can electronically create and submit an infographic which highlights the economic and social situation of the braceros and their descendants as migrant workers in the U.S.

- **Creativity and Innovation:** (8.1.12.B.2) Students can apply previous content knowledge by creating and piloting a digital learning game or tutorial as the final piece to studying about the history of Machu Picchu. Example: An online application can be used to quiz peers on information learned about Machu Picchu.

**Example:** Students can utilize online quizzing and vocabulary applications like Jeopardy templates, Quizlet Live, or Kahoot to enhance their own and their peers' learning about the history, uses, and people of Machu Picchu and surrounding areas.

- **Communication and Collaboration:** (8.1.12.C.1) Students can 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. Example: Students can use social media to link to information about the film *How to be a Miss* to create a discussion with people from various backgrounds and cultures.

**Example:** Students can identify and post links on Twitter to different informational sites, either already established or created by them, about femicide, violence against women, and the role of women in beauty pageants to create an online conversation before and after watching *How to be a Miss*.

## Career Ready Practices

### Standards: CRP1, CRP4, CRP5, CRP6

**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.

**Example:** Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

**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.

**Example:** Students will demonstrate the skills associated with being a communicative member of a community when they share their ideas orally, through writing, or visual mediums, exhibiting excellent written skills, interacting effectively with others, and showing that they are listening to understand first and then respond. Examples may include giving TED Talks and writing persuasive essays.

**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.

**Example:** Students will demonstrate the skills associated with making decisions that positively impact those around them by showing understanding of the cause and effect of different global challenges such as immigration and migrant workers, educational inequities, and political corruption. Examples may include flow charts that show cause and effect of various organizational/environmental challenges and debates.

**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.

**Example:** Students will demonstrate the skills associated with creative and innovative problem solving when they devise ways to call attention to societal challenges and offer suggestions on how to resolve them. Examples may include call to action posters/speeches for non-profit organizations that work toward eliminating social inequity.



## Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### Interdisciplinary Connections

**2014 NJSLS: Social Studies (Active Citizenship in the 21st Century). 6.3.12.A.A.2. Civics, Government, and Human Rights.** Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. **(History of the Bracero program and current migrant child labor practices)**

**2014 NJSLS: Social Studies (America in the World: The History of the Industrial United States). 6.1.12.D.5.b. History, Culture, and Perspectives.** Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. **(Labor conditions that led to the creation of unions)**

**2014 NJSLS: Social Studies (Active Citizenship in the 21st Century). 6.3.12.D.D.2. History, Culture, and Perspectives.** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. **(Study of U.S. immigration policy and its history of immigration.)**

**2014 NJSLS: Technology (Educational Technology). 8.1.12.B.1. Creativity and Innovation.** Apply previous content knowledge by creating and piloting a digital learning game or tutorial. **(History of construction of Machu Picchu)**

**2014 NJSLS: Comprehensive Health and Physical Education (Strategy). 2.5.12.C.3.** Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

**2014 NJSLS: Visual and Performing Arts (Critique Methodologies). 1.4.12.B.3.** Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Scope, Sequence, Pacing and Assessment

Hispanic Cinema

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u> )	Alternative Assessments (projects, etc. <b>when appropriate</b> )
Unit 1: Pre-colombian Life and Culture  Films: 1. Ghosts of Machu Picchu  2. Ixcanul	In studying and understanding the different cultures and peoples present in our society today, it is important to be aware of their origins, as well. There are 21 Spanish-speaking countries and territories in the world with vastly more cultures that represent those people as they are living today in various states of progress. While they share the common language of Spanish and have been greatly influenced by the culture of Spain and the Spaniards who traveled to the Americas for both altruistic and rapacious purposes, these cultures possess a rich history that is still very present in their lives. Exposure to what Pre-colombian life and culture were like through the study of the Incan city of Machu Picchu and the contemporary life of current-day Mayans living in Guatemala will show students how differently others live and the impact that the Spanish conquistadors had on the Americas.	Sept - Oct (18 days A/B)	-Quizzes -Homework -Written and oral responses to questions and discussions in class. -Video Clips -Written Reflections -Oral Presentations -Participatory Rubrics -Role Play -Dialogues -Interviews - Think/Pair/S	Persuasive essays  Research papers on the topics using articles and “news in slow Spanish”  Debates  Presentation (possibly spontaneous) relating to different issues happening in Hispanoameri	Final Exam/Project	Student Survey of cultural awareness  Oral Questions/ Discussion  Anticipatory Set Questions  K-W-L  Student-created pre and post questions/vocabulary lists/peer activities

			<p>hare</p> <ul style="list-style-type: none"> <li>-Jigsaw activities</li> <li>-Peer Review</li> <li>-Notebook sharing</li> <li>-Collaborative Annotation</li> <li>-Graphic web organizer</li> <li>-Venn diagrams</li> <li>-TPRS</li> <li>-Debate preparation and implementation</li> <li>-Campaign for a global issues</li> <li>-Socratic Seminar</li> <li>-Close reading</li> <li>-Student created centers</li> </ul>	<p>ca and Spain.</p> <p>Writing reflections</p> <p>Socratic Seminar</p> <p>Unit test/project</p>		<p>Have students write a paragraph explaining how they view their lives today based on values, traditions, routines etc.</p> <p>Research Assignments</p> <p>Relatable current event articles readings/writings/discussions/analysis</p>
<p>Unit 2: Public and Personal Identities: Spain, Argentina, and Cuba</p> <p>Films:</p> <ol style="list-style-type: none"> <li>1. Butterfly</li> <li>2. Evita</li> <li>3. Machuca</li> <li>4. Viva Cuba</li> </ol>	<p>Everyone in the world has a public and a personal identity. A large step to understanding why and how people act is delving into their experiences and beliefs. Through studying people's characters through traumatic experiences such as the loss of childhood friendships due to war, the relationship between a student and teacher, government coups, and political corruption, one can understand why people's identities and actions can seem so dichotomous.</p>	<p>Nov - Dec (18 days A/B)</p>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Homework</li> <li>-Written and oral responses to questions and discussions in class</li> <li>-Video Clips</li> <li>-Written Reflections</li> <li>-Oral</li> </ul>	<p>Persuasive essays</p> <p>Research papers on the topics using articles and "news in slow Spanish"</p> <p>Debates</p>	<p>Final Exam/Project</p>	<p>Student Survey of cultural awareness</p> <p>Oral Questions/Discussion</p> <p>Anticipatory Set Questions</p>

			Presentations -Participatory Rubrics -Role Play -Dialogues -Interviews - Think/Pair/S hare -Jigsaw activities -Peer Review -Notebook sharing -Collaborative Annotation -Graphic web organizer -Venn diagrams -TPRS -Debate preparation and implementation -Campaign for a global issues -Socratic Seminar -Close reading -Student created centers	Presentation (possibly spontaneous) relating to different issues happening in Hispanoameri ca and Spain.  Writing reflections  Socratic Seminar  Unit test/project		K-W-L  Student-created pre and post questions/voca bulary lists/peer activities  Have students write a paragraph explaining how they view their lives today based on values, traditions, routines etc.  Research Assignments  Relatable current event articles readings/writin gs/discussions/ analysis
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<p>Unit 3: The Journey of Emigration</p> <p>Films:</p> <ol style="list-style-type: none"> <li>1. La ciudad (The City)</li> <li>2. La jaula de oro (The Golden Cage)</li> <li>3. Entre nos (Between Us)</li> </ol>	<p>Throughout history, conquered people have struggled to regain the life that they once had. We see this through the treatment and condition of indigenous peoples in the United States, and we see it in the countries of Hispanoamerica. Because of unstable governments, poor job conditions, lack of comprehensive education, and food insecurity, many people look for a way to improve their lives. Because of the idealized view of life in the U.S., many leave their lives and sometimes families behind and emigrate here. It is important to understand their plight, and through that understanding, empathize with their struggles.</p>	<p>Jan - Feb (18 days A/B)</p>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Homework</li> <li>-Written and oral responses to questions and discussions in class.</li> <li>-Video Clips</li> <li>-Written Reflections</li> <li>-Oral Presentations</li> <li>-Participatory Rubrics</li> <li>-Role Play</li> <li>-Dialogues</li> <li>-Interviews</li> <li>-</li> <li>Think/Pair/Share</li> <li>-Jigsaw activities</li> <li>-Peer Review</li> <li>-Notebook sharing</li> <li>-Collaborative Annotation</li> <li>-Graphic web organizer</li> <li>-Venn diagrams</li> <li>-TPRS</li> <li>-Debate preparation</li> </ul>	<p>Persuasive essays</p> <p>Research papers on the topics using articles and “news in slow Spanish”</p> <p>Debates</p> <p>Presentation (possibly spontaneous) relating to different issues happening in Hispanoamerica and Spain.</p> <p>Writing reflections</p> <p>Socratic Seminar</p> <p>Unit test/project</p>	<p>Final Exam/Project</p>	<p>Student Survey of cultural awareness</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>K-W-L</p> <p>Student-created pre and post questions/vocabulary lists/peer activities</p> <p>Have students write a paragraph explaining how they view their lives today based on values, traditions, routines etc.</p> <p>Research Assignments</p>
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			<ul style="list-style-type: none"> <li>and implementation</li> <li>-Campaign for a global issues</li> <li>-Socratic Seminar</li> <li>-Close reading</li> <li>-Student created centers</li> </ul>			<ul style="list-style-type: none"> <li>Relatable current event articles readings/writings/discussions/analysis</li> </ul>
<p>Unit 4: Contemporary Life in the U.S.</p> <p>Films: 1. César Chavez 2. La cosecha (The Harvest)</p>	<p>In the 1940s, our government asked Mexican laborers to come to the U.S. to help our farming industry while many of our men were off to war. Since then, the U.S. has benefited from the efforts of Mexican laborers, and likewise, Mexicans have viewed this country as a place for a better life. While some may idealize the situation of migrant workers, thinking that they are enjoying a better life than in their home country, it is important to understand their plight and the struggles they face as a result of their dreams.</p>	<p>Mar - Apr (18 days A/B)</p>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Homework</li> <li>-Written and oral responses to questions and discussions in class.</li> <li>-Video Clips</li> <li>-Written Reflections</li> <li>-Oral Presentations</li> <li>-Participatory Rubrics</li> <li>-Role Play</li> <li>-Dialogues</li> <li>-Interviews</li> <li>- Think/Pair/Share</li> <li>-Jigsaw activities</li> <li>-Peer Review</li> <li>-Notebook sharing</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive essays</li> <li>Research papers on the topics using articles and “news in slow Spanish”</li> <li>Debates</li> <li>Presentation (possibly spontaneous) relating to different issues happening in Hispanoamerica and Spain.</li> <li>Writing reflections</li> <li>Socratic</li> </ul>	<ul style="list-style-type: none"> <li>Final Exam/Project</li> </ul>	<ul style="list-style-type: none"> <li>Student Survey of cultural awareness</li> <li>Oral Questions/Discussion</li> <li>Anticipatory Set Questions</li> <li>K-W-L</li> <li>Student-created pre and post questions/vocabulary lists/peer activities</li> <li>Have students write a paragraph explaining how they view their lives today</li> </ul>

			<ul style="list-style-type: none"> <li>-Collaborative Annotation</li> <li>-Graphic web organizer</li> <li>-Venn diagrams</li> <li>-TPRS</li> <li>-Debate preparation and implementation</li> <li>-Campaign for a global issues</li> <li>-Socratic Seminar</li> <li>-Close reading</li> <li>-Student created centers</li> </ul>	<p>Seminar</p> <p>Unit test/project</p>		<p>based on values, traditions, routines etc.</p> <p>Research Assignments</p> <p>Relatable current event articles readings/writings/discussions/analysis</p>
<p>Unit 5: American Aspirations</p> <p>Films:</p> <p>1. Pelotero (Baseball Player)</p> <p>2. To be a miss</p>	<p>The United States is viewed as a world power and cultural hub for many people in the world. Our general standard of living is above many other countries, and for this reason, our society can be idealized by those struggling elsewhere in the world. While many immigrants have the goal to merely arrive here to earn a higher wage and attain a better life, others have specific dreams. Understanding the different ways that immigrants arrive in the United States to attain their goals is important, especially to combat common stereotypes.</p>	<p>May - June (18 days A/B)</p>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Homework</li> <li>-Written and oral responses to questions and discussions in class.</li> <li>-Video Clips</li> <li>-Written Reflections</li> <li>-Oral Presentations</li> <li>-Participatory Rubrics</li> <li>-Role Play</li> <li>-Dialogues</li> <li>-Interviews</li> </ul>	<p>Persuasive essays</p> <p>Research papers on the topics using articles and “news in slow Spanish”</p> <p>Debates</p> <p>Presentation (possibly spontaneous) relating to different issues</p>	<p>Final Exam/Project</p>	<p>Student Survey of cultural awareness</p> <p>Oral Questions/Discussion</p> <p>Anticipatory Set Questions</p> <p>K-W-L</p> <p>Student-created pre and post questions/vocabulary</p>



			<ul style="list-style-type: none"> <li>- Think/Pair/Share</li> <li>-Jigsaw activities</li> <li>-Peer Review</li> <li>-Notebook sharing</li> <li>-Collaborative Annotation</li> <li>-Graphic web organizer</li> <li>-Venn diagrams</li> <li>-TPRS</li> <li>-Debate preparation and implementation</li> <li>-Campaign for a global issues</li> <li>-Socratic Seminar</li> <li>-Close reading</li> <li>-Student created centers</li> </ul>	<p>happening in Hispanoamerica and Spain.</p> <p>Writing reflections</p> <p>Socratic Seminar</p> <p>Unit test/project</p>	<p>lists/peer activities</p> <p>Have students write a paragraph explaining how they view their lives today based on values, traditions, routines etc.</p> <p>Research Assignments</p> <p>Relatable current event articles readings/writings/discussions/analysis</p>
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**Robbinsville Public Schools**  
**Unit #1: Pre-colombian Life and Culture**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The Inca and Maya were pre-Colombian civilizations that thrived several hundred years ago. The Spaniards’ arrival and conquering decimated most of those cultures, leaving behind new societies that reflected the culture of Spain. However, today there still exist pockets of indigenous societies that are relatively untouched by the modern world. This can present an identity struggle for those aware of the cultural differences.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What was life like for the Inca before the arrival of the Spaniards? Why did the Inca create and abandon such an elaborately-built city? What technologies were used in the creation of Machu Picchu? What is life like today for indigenous people who are isolated from the modern world?</li> </ul>
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**Interdisciplinary Connection**

**2014 NJSLS: Technology (Educational Technology). Creativity and Innovation. 8.1.12.B.1.** Apply previous content knowledge by creating and piloting a digital learning game or tutorial. **(History of construction of Machu Picchu)**

**Duration of Unit:** 8 weeks

	Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1.IM.A.1.	What was Incan/Mayan life like during its heyday?	Recycle and expand vocabulary related to specific topics.	Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.	Dictionaries, Smartphones &/or Internet-based resources to build vocabulary	Open-ended questions
7.1.IM.A.4.	What is life like today for indigenous peoples?	Prepare a lesson for classmates where you present your vocabulary using images, then use it to describe the creation of Machu Picchu.	Use real objects, gestures, pictures, and other visuals to convey meaning.	Descriptive vocabulary	Ask students to reflect
7.1.IM.A.7.	Do dominant cultures treat indigenous cultures fairly and respectfully? Why or why not?	Debate positions on staying in an indigenous society and moving to a more progressive one.	Focus on language that is concerned with functional situations and authentic utterances.	Related articles	Quizzes
7.1.IM.A.8.	Does racism exist among subsets of different cultures?	Imagine an interview with an indigenous person.	Do not always insist on complete sentences, but mirror natural speech patterns.	Historical video excerpts	Ask students to summarize
7.1.IM.B.3.	How did indigenous peoples deal with natural disasters and	Reflect on Incan/Mayan life.	Adopt a conversational approach replicating “real” situations likely	Government data on immigration, indigenous peoples, unions and labor laws/wages	Hand signals (to check for understanding)
7.1.IM.B.4.					Response cards
7.1.IM.B.5.					Think-pair-share
7.1.IM.C.2.					
7.1.IM.C.4					

<p>7.1.IM. C.5 7.1.IH. A.3 7.1.IH. A.4. 7.1.IH. B.4. 7.1.IH. B.5. 7.1.IH. C.4. 7.1.IH. C.5</p>	<p>challenges?</p> <p>Were they educated in engineering and medicine?</p> <p>What is femicide and is it a common occurrence today? In specific societies?</p> <p>What is machismo and how does it manifest in today's cultures?</p>		<p>to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles. (See: <a href="https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf">https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf</a>)</p>		<p>One question quiz</p> <p>Socratic seminar</p> <p>3-2-1 (3 things learned, 2 things they want to know more about, 1 question they have)</p> <p>Ticket out the door (students write a response to a specific prompt as a "ticket out the door" which can then later be turned into a longer writing piece)</p> <p>Journal reflections</p> <p>Writing workshop</p> <p>Misconception check (present students with common or predictable misconceptions about a concept you're covering and ask them whether they agree or disagree and explain)</p> <p>Analogy prompt (present the prompt: "the concept being covered is like ___ because ___.")</p>
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					<p>Practice frequency (check for understanding at least three times a lesson, minimum)</p> <p>Use variety (do not repeat same technique during a single class)</p> <p>Make it useful (check for understanding and adjust, start over, pull a few students aside to reteach, or move on)</p> <p>Peer instruction (have students teach their peers what they've learned)</p> <p>“Separate what you do and don't understand” (whether making a t-chart, drawing a concept map, or using some other means, have students list what they know AND DO NOT know.)</p> <p>(See <a href="https://www.teachthought.com/technology/20-simple-assessment-">https://www.teachthought.com/technology/20-simple-assessment-</a></p>
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**Robbinsville Public Schools**  
**Unit #2: Public and Personal Identities: Spain, Argentina, and Cuba**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Every country has its history of struggle and change. By studying political unrest and challenges throughout the history of various Spanish-speaking countries, one can develop empathy for other cultures and attempt to understand the similarities among different societies. In this way we can learn from the past and make educated decisions about our own society's future.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What were the causes of political unrest in Spain, Argentina, and Cuba? Is there a relation among some of these causes? How can problems in one country affect political and societal stability in another? Does gender play a part in the societal acceptance of a political figure?</li> </ul>
<p><b>Interdisciplinary Connection</b></p>	
<p><b>2014 NJSLs: Comprehensive Health and Physical Education (Relationships). 2.4.12.A.3.</b> Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p>	

**Duration of Unit:** 8 weeks

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>7.1.IM. A.1. 7.1.IM. A.4. 7.1.IM. A.7. 7.1.IM. A.8. 7.1.IM. B.3. 7.1.IM. B.4. 7.1.IM. B.5. 7.1.IM. C.2. 7.1.IM. C.4 7.1.IM.</p>	<p>Recycle and expand vocabulary related to specific topics.</p> <p>Prepare a lesson for classmates where you present your vocabulary using images, then use it to describe the socio-political climate in Spanish-speaking countries.</p> <p>Debate positions on conservative and liberal issues in politics.</p> <p>Imagine an interview with a character.</p> <p>Reflect on character relationships and make personal connections.</p> <p>Discuss poet José Martí. Compare his heroism as a poet with Castro (not viewed as a hero)</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p>	<p>Dictionaries, Smartphones &amp;/or Internet-based resources to build vocabulary</p> <p>Descriptive vocabulary</p> <p>Related articles</p> <p>HIstorical video excerpts</p> <p>Government data on immigration, indigenous peoples, unions and labor laws/wages</p>	<p>Open-ended questions</p> <p>Ask students to reflect</p> <p>Quizzes</p> <p>Ask students to summarize</p> <p>Hand signals (to check for understanding)</p> <p>Response cards</p> <p>Think-pair-share</p> <p>One question quiz</p>

<p>C.5 7.1.IH. A.3 7.1.IH. A.4. 7.1.IH. B.4. 7.1.IH. B.5. 7.1.IH. C.4. 7.1.IH. C.5</p>	<p>oppression and corruption? To whom do countries turn when they suffer from dictatorial rule?</p>	<p>Read Versos Sencillos (selected lines), then write their own version of it. Martí's birthday is January 28<sup>th</sup>.</p> <p>Watch several short videos on YouTube (find links) about-</p> <ol style="list-style-type: none"> <li>1) Cuban children talking about what they want to be when they grow up</li> <li>2) Cuban exiles in Miami celebrating Fidel Castro's death</li> <li>3) Cubans in Cuba mourning Fidel Castro's death</li> <li>4) Cuban exiles in Miami gathering for a celebration of José Martí (a national holiday in Cuba - as seen in the movie ¡Viva Cuba!)</li> </ol> <p>Research how to organize a protest/rally</p> <p>Discuss how female political leaders are viewed/treated versus male political leaders</p> <p>Compare the ideas of nationalism and patriotism. Do we see them in our society?</p> <p>What are the origins of political unrest? Can racism play a part in it? If so, how does a culture counter it?</p>	<p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles. (See: <a href="https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf">https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf</a>)</p>		<p>Socratic seminar</p> <p>3-2-1 (3 things learned, 2 things they want to know more about, 1 question they have)</p> <p>Ticket out the door (students write a response to a specific prompt as a “ticket out the door” which can then later be turned into a longer writing piece)</p> <p>Journal reflections</p> <p>Writing workshop</p> <p>Misconception check (present students with common or predictable misconceptions about a concept you’re covering and ask them whether they agree or disagree and explain)</p> <p>Analogy prompt (present the prompt: “the concept being covered is like ___ because ___.”)</p> <p>Practice frequency</p>
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					<p>(check for understanding at least three times a lesson, minimum)</p> <p>Use variety (do not repeat same technique during a single class)</p> <p>Make it useful (check for understanding and adjust, start over, pull a few students aside to reteach, or move on)</p> <p>Peer instruction (have students teach their peers what they've learned)</p> <p>“Separate what you do and don't understand” (whether making a t-chart, drawing a concept map, or using some other means, have students list what they know AND DO NOT know.)</p> <p>(See <a href="https://www.teachthought.com/technology/20-simple-assessment-strategies-can-use-">https://www.teachthought.com/technology/20-simple-assessment-strategies-can-use-</a></p>
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**Robbinsville Public Schools**  
**Unit #3: The Journey of Emigration**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The “American Dream” has been a goal for many people in the past two-hundred years. While many people have lived and are living this dream, many others struggle along the way, while others never attain it. For immigrants from developing countries, the struggle can be life-threatening, especially in our current climate. It is vital to explore the plight of these immigrants and how our society treats them.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why would people choose to uproot their lives, leave everything behind, and travel to a place where they are unfamiliar with the language and people? What is that journey like? When families emigrate, do mothers and fathers have the same experience? How do the ideas of machismo and marianismo affect male and female roles in immigrant families?</li> </ul>
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**Interdisciplinary Connection**

**2014 NJSLS: Social Studies (Expansion) 6.1.12.D.3.b. Reform.** Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

**2014 NJSLS: Social Studies (Active Citizenship in the 21st Century). 6.3.12.D.D.2. History, Culture, and Perspectives.** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. **(Study of U.S. immigration policy and its history of immigration.)**

**2014 NJSLS: Social Studies (America in the World: The History of the Industrial United States). 6.1.12.D.5.b. History, Culture, and Perspectives.** Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. **(Labor conditions that led to the creation of unions)**

**Duration of Unit:** 8 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p><b>7.1.IM .A.1.</b> <b>7.1.IM .A.4.</b> <b>7.1.IM .A.7.</b> <b>7.1.IM .A.8.</b> <b>7.1.IM</b></p>	<p>What is life like for immigrants in the U.S.?  Is the American Dream a plausible reality?  What types of jobs do immigrants do? What are their wages? What kind of lifestyle do</p>	<p>Recycle and expand vocabulary related to specific topics.  Prepare a lesson for classmates where you present your vocabulary using images, then use it to describe life for immigrants in the U.S.  Debate positions on immigration issues.</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.  Use real objects, gestures, pictures, and other visuals to convey meaning.  Focus on language that is</p>	<p>Dictionaries, Smartphones &amp;/or Internet-based resources to build vocabulary  Descriptive vocabulary  Related articles  Historical video</p>	<p>Open-ended questions  Ask students to reflect  Quizzes  Ask students to summarize</p>

<p><b>.B.3.</b> <b>7.1.IM</b> <b>.B.4.</b> <b>7.1.IM</b> <b>.B.5.</b> <b>7.1.IM</b> <b>.C.2.</b> <b>7.1.IM</b> <b>.C.4</b> <b>7.1.IM</b> <b>.C.5</b> <b>7.1.IH</b> <b>.A.3</b> <b>7.1.IH</b> <b>.A.4.</b> <b>7.1.IH</b> <b>.B.4.</b> <b>7.1.IH</b> <b>.B.5.</b> <b>7.1.IH</b> <b>.C.4.</b> <b>7.1.IH</b> <b>.C.5</b></p>	<p>those wages support?</p> <p>What are the dangers of emigrating to another country?</p> <p>Do people from the U.S. who emigrate to other countries face the same struggles as those who immigrate to the U.S.? Why?</p>	<p>Imagine an interview with a character.</p> <p>Reflect on character relationships and make personal connections.</p> <p>Research what life would be like if you had to live on migrant wages.</p> <p>Compare the roles and responsibilities of mothers and fathers in immigrant families.</p>	<p>concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles. (See: <a href="https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf">https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf</a>)</p>	<p>excerpts</p> <p>Government data on immigration, indigenous peoples, unions and labor laws/wages</p>	<p>Hand signals (to check for understanding)</p> <p>Response cards</p> <p>Think-pair-share</p> <p>One question quiz</p> <p>Socratic seminar</p> <p>3-2-1 (3 things learned, 2 things they want to know more about, 1 question they have)</p> <p>Ticket out the door (students write a response to a specific prompt as a “ticket out the door” which can then later be turned into a longer writing piece)</p> <p>Journal reflections</p> <p>Writing workshop</p> <p>Misconception check (present students with common or predictable misconceptions about a concept you’re covering and ask them whether</p>
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					<p>they agree or disagree and explain)</p> <p>Analogy prompt (present the prompt: “the concept being covered is like ____ because ____.”)</p> <p>Practice frequency (check for understanding at least three times a lesson, minimum)</p> <p>Use variety (do not repeat same technique during a single class)</p> <p>Make it useful (check for understanding and adjust, start over, pull a few students aside to reteach, or move on)</p> <p>Peer instruction (have students teach their peers what they’ve learned)</p> <p>“Separate what you do and don’t understand” (whether making a t-chart, drawing a concept map, or using some other means, have students</p>
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					<p>list what they know AND DO NOT know.)</p> <p>(See <a href="https://www.teachthought.com/technology/20-simple-assessment-strategies-can-use-every-day/">https://www.teachthought.com/technology/20-simple-assessment-strategies-can-use-every-day/</a>)</p>
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**Robbinsville Public Schools**  
**Unit #4: Contemporary Life in the U.S.**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The influx of migrant laborers here in the United States began in the 1940's when the U.S. invited Mexicans here through the Bracero program which sought to get our farming industry through the difficult time of WWII when many men of working age were in abroad. The program ended but worker migration did not. From its inception, however, the program was flawed in that laborers were subjected to dangerous chemicals daily, poor working conditions, and low wages. Today, undocumented immigrants come here to work, however, farmers continue to hire them precisely because they can continue to pay them unfair wages while working in poor conditions.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did the Bracero program affect the U.S. economy? Why did it end? How did the U.S. expect to sustain such a long-lasting program and then just end it? What are the conditions under which current immigrants work? If undocumented immigration is such a problem, how do immigrants continue to find jobs? Are undocumented workers costing documented residents jobs? How did labor unions come about and how do they affect migrant labor? Are children exempt from unfair working conditions? How are children's educations affected by their parents' decisions to emigrate and live as an undocumented immigrant?</li> </ul>
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**Interdisciplinary Connection**

**2014 NJSLS: Social Studies (Active Citizenship in the 21st Century). 6.3.12.A.A.2. Civics, Government, and Human Rights.** Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. **(History of the Bracero program and current migrant child labor practices)**

**Duration of Unit:** 8 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>7.1.IM. A.1. 7.1.IM. A.4. 7.1.IM. A.7. 7.1.IM. A.8. 7.1.IM. B.3. 7.1.IM. B.4. 7.1.IM. B.5.</p>	<p>What was the Bracero program and why did the U.S. begin it?</p> <p>How were the braceros treated while working here? What were the working conditions?</p> <p>Have working conditions for migrant laborers changed?</p> <p>What is the history of labor changes? How did</p>	<p>Recycle and expand vocabulary related to specific topics.</p> <p>Prepare a lesson for classmates where you present your vocabulary using images, then use it to describe life for migrant workers in the U.S.</p> <p>Debate positions on labor issues from the sides of the workers and farm owners.</p> <p>Imagine an interview with a character.</p> <p>Compare the life of immigrant youth working in the U.S. and the life of a typical</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural</p>	<p>Dictionaries, Smartphones &amp;/or Internet-based resources to build vocabulary</p> <p>Descriptive vocabulary</p> <p>Related articles</p> <p>Historical video excerpts</p> <p>Government data on immigration, indigenous peoples,</p>	<p>Open-ended questions</p> <p>Ask students to reflect</p> <p>Quizzes</p> <p>Ask students to summarize</p> <p>Hand signals (to check for understanding)</p>

<p>7.1.IM. C.2. 7.1.IM. C.4 7.1.IM. C.5 7.1.IH. A.3 7.1.IH. A.4. 7.1.IH. B.4. 7.1.IH. B.5. 7.1.IH. C.4. 7.1.IH. C.5</p>	<p>unions come about? How effective are they?</p> <p>How do laborers affect change in their working conditions?</p>	<p>American teen.</p> <p>Writing: letter from a bracero to family in México, including working conditions</p> <p>Debate: pros and cons of bracero program, POV of workers and farm owners; let workers stay? Deport them?</p> <p>Compare/Contrast: this event/time in history to other similar events in US history.</p> <p>Research: history of use of DDT and its effects on farm workers</p>	<p>speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small- group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near- native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles. (See: <a href="https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf">https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf</a>)</p>	<p>unions and labor laws/wages</p>	<p>Response cards</p> <p>Think-pair-share</p> <p>One question quiz</p> <p>Socratic seminar</p> <p>3-2-1 (3 things learned, 2 things they want to know more about, 1 question they have)</p> <p>Ticket out the door (students write a response to a specific prompt as a “ticket out the door” which can then later be turned into a longer writing piece)</p> <p>Journal reflections</p> <p>Writing workshop</p> <p>Misconception check (present students with common or predictable misconceptions about a concept you’re covering and ask them whether they agree or disagree and explain)</p> <p>Analogy prompt (present the prompt:</p>
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					<p>“the concept being covered is like ___ because ___.”)</p> <p>Practice frequency (check for understanding at least three times a lesson, minimum)</p> <p>Use variety (do not repeat same technique during a single class)</p> <p>Make it useful (check for understanding and adjust, start over, pull a few students aside to reteach, or move on)</p> <p>Peer instruction (have students teach their peers what they’ve learned)</p> <p>“Separate what you do and don’t understand” (whether making a t-chart, drawing a concept map, or using some other means, have students list what they know AND DO NOT know.)</p> <p>(See</p>
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**Robbinsville Public Schools**  
**Unit #5: American Aspirations**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● While some consider the “American Dream” to come to the United States and live a comfortable life with a job that pays a fair wage, others have bigger dreams such as being a baseball player or a beauty queen. Often, these lofty goals come at a price that is not clear from the beginning of the journey. However, many immigrants are willing to sacrifice to achieve their goals.</li> </ul>	<p><b>Essential Questions: :</b></p> <ul style="list-style-type: none"> <li>● How do the baseball industries compare in Hispanic countries and the U.S.? Are athletes from the Dominican Republic treated the same as American athletes? What are the sacrifices and hardships that these immigrant athletes endure?</li> <li>● What does it mean to be a beauty queen in a Spanish-speaking country? What treatment by men and medical treatments are these contestants willing to endure? Is their goal ultimately to wear a crown? How does machismo play into the pageant industry? Does it have a future in today’s society of #metoo and changing beauty standards?</li> </ul>
<p><b>Interdisciplinary Connection</b></p> <p><b>2014 NJSLS: Comprehensive Health and Physical Education (Strategy). 2.5.12.C.3.</b> Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p> <p><b>2014 NJSLS: Comprehensive Health and Physical Education (Strategy). 2.5.12.B.3.</b> Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p><b>2014 NJSLS: Visual and Performing Arts (Critique Methodologies). 1.4.12.B.3.</b> Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>	

**Duration of Unit:** 8 weeks

	Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>7.1.IM. A.1. 7.1.IM. A.4. 7.1.IM. A.7. 7.1.IM. A.8. 7.1.IM.</p>	<p>What are organized sports like in Hispanic countries and the U.S.?</p> <p>Is the beauty pageant industry still as popular as in years past? How has it changed here and in other countries?</p>	<p>Recycle and expand vocabulary related to specific topics.</p> <p>Prepare a lesson for classmates where you present your vocabulary using images, then use it to describe life for immigrant baseball players or beauty pageant contestants in the U.S.</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p>	<p>Dictionaries, Smartphones &amp;/or Internet-based resources to build vocabulary</p> <p>Descriptive vocabulary</p> <p>Related articles</p>	<p>Open-ended questions</p> <p>Ask students to reflect</p> <p>Quizzes</p> <p>Ask students to</p>

<p><b>B.3.</b>  <b>7.1.IM.</b>  <b>B.4.</b>  <b>7.1.IM.</b>  <b>B.5.</b>  <b>7.1.IM.</b>  <b>C.2.</b>  <b>7.1.IM.</b>  <b>C.4</b>  <b>7.1.IM.</b>  <b>C.5</b>  <b>7.1.IH.</b>  <b>A.3</b>  <b>7.1.IH.</b>  <b>A.4.</b>  <b>7.1.IH.</b>  <b>B.4.</b>  <b>7.1.IH.</b>  <b>B.5.</b>  <b>7.1.IH.</b>  <b>C.4.</b>  <b>7.1.IH.</b>  <b>C.5</b></p>	<p>What are the spoken or unspoken promises made to latinx people who come to the U.S. to work specific and outwardly glamour jobs?  Are those promises fulfilled?  How do technology and medicine play a role in beauty pageant success?  Who foots the bill for these procedures?  Is it all about beauty for the contestants?</p>	<p>Debate positions on equity by comparing the lives of immigrant and American ball players.  Imagine an interview with a beauty pageant contestant.  Debate positions on ethics by discussing the treatment of beauty pageant contestants and their journey to success.  Reflect on character struggles and make personal connections.</p>	<p>Focus on language that is concerned with functional situations and authentic utterances.  Do not always insist on complete sentences, but mirror natural speech patterns.  Adopt a conversational approach replicating “real” situations likely to occur.  Teach vocabulary in context, including all kinds of idiomatic phrases.  Use paired activities and small-group learning.  Use technology.  Use a variety of print and nonprint materials.  Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.  Emphasize acceptable communication, rather than near-native pronunciation.  Ensure a match between the learner and the language in terms of relevance and learning styles.  (See: <a href="https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf">https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap7.pdf</a>)</p>	<p>Historical video excerpts  Government data on immigration, indigenous peoples, unions and labor laws/wages</p>	<p>summarize  Hand signals (to check for understanding)  Response cards  Think-pair-share  One question quiz  Socratic seminar  3-2-1 (3 things learned, 2 things they want to know more about, 1 question they have)  Ticket out the door (students write a response to a specific prompt as a “ticket out the door” which can then later be turned into a longer writing piece)  Journal reflections  Writing workshop  Misconception check (present students with common or predictable misconceptions about a concept you’re covering and</p>
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					<p>ask them whether they agree or disagree and explain)</p> <p>Analogy prompt (present the prompt: “the concept being covered is like ____ because ____.”)</p> <p>Practice frequency (check for understanding at least three times a lesson, minimum)</p> <p>Use variety (do not repeat same technique during a single class)</p> <p>Make it useful (check for understanding and adjust, start over, pull a few students aside to reteach, or move on)</p> <p>Peer instruction (have students teach their peers what they’ve learned)</p> <p>“Separate what you do and don’t understand” (whether making a t-chart, drawing a concept map, or using some other</p>
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					<p>means, have students list what they know AND DO NOT know.)</p> <p>(See <a href="https://www.teachthought.com/technology/20-simple-assessment-strategies-can-use-every-day/">https://www.teachthought.com/technology/20-simple-assessment-strategies-can-use-every-day/</a>)</p>
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## General Differentiated Instruction Strategies

<ul style="list-style-type: none"> <li>● Leveled texts</li> <li>● Chunking texts</li> <li>● Choice board</li> <li>● Socratic Seminar</li> <li>● Tiered Instruction</li> <li>● Small group instruction</li> <li>● Guided Reading</li> <li>● Sentence starters/frames</li> <li>● Writing scaffolds</li> <li>● Tangible items/pictures</li> <li>● Adjust length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Repeat, reword directions</li> <li>● Brain breaks and movement breaks</li> <li>● Brief and concrete directions</li> <li>● Checklists for tasks</li> <li>● Graphic organizers</li> <li>● Assistive technology (spell check, voice to type)</li> <li>● Study guides</li> <li>● Tiered learning stations</li> <li>● Tiered questioning</li> <li>● Data-driven student partnerships</li> <li>● Extra time</li> </ul>
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### Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<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>

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<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

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

### English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site [Http://www.wallwisher.com/wall/ell toolbox](http://www.wallwisher.com/wall/ell_toolbox)
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

### Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple



sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Paccar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>

Appendix A: Sample Syllabus

Appendix B: Film Synopses & Supplemental Material

Appendix C: Relevant World Language Content Standards

Appendix D: References

## Appendix A Sample Syllabus

Permission slips will be given out listing each of the movies, their synopsis, and rating.

Class should start off with geography of North and South Americas.

Each movie should loosely follow a format:

1. Introduction of theme – explain the issue at hand
2. Why this movie – how it relates to the theme
3. Preparing class – explain critical viewing, prepare students for tough-to-view content, examine information given in film, ask meaningful questions.
4. Pre-screening activities:
  - a. Watch trailer and make predictions
  - b. Discussion questions
  - c. Research key terms and film vocab (the latter being terms such as: documentary film, director, editing, re-enactment, point of view, archival footage, ambiance, lighting, cinematography, music, camera angles, etc.)
  - d. Research and creative writing (what student thinks the characters experience)
  - e. Role play
  - f. Oral history (how this relates to the student)
5. Watch Film
6. Post-screening activities:
  - a. Discuss screenshots
  - b. Writing reaction piece
  - c. TED Talk
  - d. Debate
  - e. Socratic seminar
  - f. Call to Action speech (how does one improve this situation?)
  - g. Letter to a character in the film
  - h. Compare/contrast character's life and student's life
  - i. In their shoes (how would the student re/act in the character's shoes)

**Appendix B**  
**Film Synopses & Supplemental Materials**

Film	Synopsis	AP Theme & Supplemental materials	Activities
<p><b><u>Ghosts of Machu Picchu</u></b></p>	<p>Nova examines the ruins of Machu Picchu and tries to unravel what happened there.</p>	<p>Science and Technology            Global Challenges            Contemporary Life</p>	<p>Activities (this is also saved as a .pdf doc):  <a href="https://studylib.net/doc/6891214/file---katie-pardee">https://studylib.net/doc/6891214/file---katie-pardee</a></p>
<p><b><u>Ixcanul</u></b></p>	<p><i>Ixcanul</i> (<a href="#">Kaqchikel</a> for "volcano") is a 2015 Guatemalan <a href="#">drama film</a>, a debut written and directed by <a href="#">Jayro Bustamante</a>. It was screened in the main competition section of the <a href="#">65th Berlin International Film Festival</a><sup>[1]</sup> where it won the <a href="#">Alfred Bauer Prize</a>.<sup>[2]</sup> The film was selected as the Guatemalan entry for the <a href="#">Best Foreign Language Film</a> at the <a href="#">88th Academy Awards</a> but was not nominated.<sup>[3]</sup> It is the first film produced in the <a href="#">Kaqchikel language</a> of the <a href="#">Mayan</a> family. The film is set in a village built on the slopes of a volcano, where Maria and her parents cultivate coffee. She has been promised to the foreman of the plantation in an arranged marriage, but Maria is involved with a young man who wants to emigrate to the United States.</p>	<p>Public and Personal Identities – rural life            Family – pagan religión            Global Challenges – femicide/violence against women, adolescent motherhood, racism toward indigenous peoples</p> <p><b>Más temas:</b> Sexualidad, Identidad y raza, Machismo, Religión, Peso de la familia, Relación con el entorno</p>	<p><a href="http://ibermediadigital.com/ixcanul/ficha-didactica/">http://ibermediadigital.com/ixcanul/ficha-didactica/</a> -- See document.  <a href="https://growingupbilingual.com/2015/guatemala/ixcanul-a-mystical-journey-into-guatemalas-mayan-culture/">https://growingupbilingual.com/2015/guatemala/ixcanul-a-mystical-journey-into-guatemalas-mayan-culture/</a> -- "While Spanish is the official language there are numerous indigenous groups who make up more than 60% of Guatemala's population and who speak more than 20 Mayan languages."  <a href="http://ibermediadigital.com/ixcanul/">http://ibermediadigital.com/ixcanul/</a>  <a href="https://www.huffpost.com/entry/ixcanul-jayro-bustamante_n_57c858dae4b0a22de0948cfb">https://www.huffpost.com/entry/ixcanul-jayro-bustamante_n_57c858dae4b0a22de0948cfb</a> -- "When you say "volcano" — "ixcanul" — it doesn't just mean "volcano." It is something more like, "the internal force of the mountain which is boiling and looking for eruption." It's very beautiful. The subtitles you see in the U.S. are really more interpretations than direct translations."</p>

<b><u>Butterfly</u></b>	<p>Acclaimed by critics and featuring legendary star Fernando Fernan Gomez (All About My Mother), Butterfly is a heartwarming tale about a young boy growing up in a small Spanish town. Moncho is timid and fearful as he starts school for the first time. But with the nurturing guidance of his kind and devoted teacher, Don Gregorio (Fernan Gomez), a world of possibilities begins to open up for young Moncho. As the school year comes to a close, however, civil war begins sweeping across the country, forcing the boy's family and</p>	<p>Personal and Public Identities – childhood, father is republican in civil war era</p> <p>Families and Communities – relationship with teacher, father's role</p>	<p><a href="http://educomunicacion.es/cineyeducacion/temasmariaposas.htm">http://educomunicacion.es/cineyeducacion/temasmariaposas.htm</a></p> <p><a href="https://profevio.files.wordpress.com/2014/09/lengua_de_las_mariposas_comprencic3b3nlectora1.pdf">https://profevio.files.wordpress.com/2014/09/lengua_de_las_mariposas_comprencic3b3nlectora1.pdf</a></p> <p><a href="https://aulacine.files.wordpress.com/2012/02/lengua_a_mariposas.pdf">https://aulacine.files.wordpress.com/2012/02/lengua_a_mariposas.pdf</a></p>

	<p>community to choose between the fight for freedom and the threat of persecution! An amazing story of family and friendship during a time of extreme conflict-- you're sure to enjoy this magical motion picture.</p>		
<p><b><u>Evita</u></b></p>	<p>Eva Duarte Peron rose from poverty to become an Argentinian actress and the wife of powerful President Juan Peron. Through a series of flashbacks, Eva transforms from an impoverished teenager into a woman of influence and power. After the death of her father, Eva travels to Buenos Aires and begins a string of relationships with powerful men before she meets Juan. Eva's ultimate power and influence earn her both admiration and hatred.</p>	<p>Global Challenges – war, political kidnapping and murder, corruption</p> <p>Personal and Public Identities – How the identity of Eva Perón changes over time</p> <p>Cultura y cine: Hispanoamérica hoy – Mary McVey Gill, Teresa Méndez-Faith</p> <p><a href="https://www.infobae.com/cultura/2019/05/02/100-anos-de-evita-10-actividades-culturales-dedicadas-a-eva-">https://www.infobae.com/cultura/2019/05/02/100-anos-de-evita-10-actividades-culturales-dedicadas-a-eva-</a></p>	<p>Show before Machuca</p> <p><b>Watch the Movie of Evita:</b> Have students watch the movie that was made of the musical, Evita and talk about the differences between the movie and the book.</p> <p><b>A Poster for Evita:</b> As was the case in the past, many posters were placed around Argentina for Evita. Have students make one that celebrates her.</p> <p><b>Peron's Resume:</b> Have students create a resume for Peron, listing all of his accomplishments.</p> <p><b>Madonna vs. Evita:</b> Have students look at the lives of Madonna and Evita to see how they compare.</p> <p><b>Organizing a Demonstration:</b> Have students try to find out what it would take to organize a demonstration against the government in their local area.</p> <p><b>The Map of Eva's Europe Trip:</b> Have students create a map that shows how Eva progressed through Europe when she went there.</p> <p><b>The Truth about Uterine Cancer</b> Have students look up the symptoms and the current treatments for...</p>

		<a href="http://duarte-de-peron/">duarte-de-peron/</a>  <a href="https://movimiento-evita.org.ar/quienes-somos/">https://movimiento-evita.org.ar/quienes-somos/</a>  <a href="http://www.evita-peron.org/index-es.htm">http://www.evita-peron.org/index-es.htm</a>	
<b><u>Machuca</u></b>	<p><b><i>Machuca</i></b> is a 2004 <a href="#">Chilean</a> film written and directed by <a href="#">Andrés Wood</a>. Set in 1973 <a href="#">Santiago</a> during <a href="#">Salvador Allende</a>'s socialist government until shortly after General <a href="#">Augusto Pinochet</a>'s military <a href="#">coup in 1973</a>, the film tells the story of two pupils: Gonzalo Infante comes from a rich family with a European background, while Pedro Machuca comes from an indigenous background and lives in very poor conditions. They meet at an elite, English-language Catholic school, where the director, Father McEnroe, is developing a social integration project.</p>	<p>Global Challenges – The Dirty War, political kidnapping and murder, corruption</p> <p>Personal and Public Identities – rich family / indigenous family, social integration project</p> <p>Vocabulary and questions:  <a href="https://quizlet.com/69087401/preguntas-de-machuca-flash-cards/">https://quizlet.com/69087401/preguntas-de-machuca-flash-cards/</a></p> <p>Cultura y cine:  Hispanoamérica hoy –</p>	<p>See worksheet</p> <p>Show after Evita.</p>

		Mary McVey Gill, Teresa Méndez-Faith	
<b><u>Viva Cuba</u></b>	<p><i>Viva Cuba</i> is a Cuban <a href="#">independent film</a> that explores emigration and the effects it can have on children who have to leave friends and <a href="#">extended families</a> behind. Youngsters are often uprooted without being consulted and then must contend with their new surroundings. In one scene, Malú and Jorgito discuss when they might reunite. The best they can hope for is to forget one another as their lives change and they face new pleasures and challenges. The viewer knows they are unlikely to ever see each other again, unless Malú's mother can be granted re-entry, which is extremely unlikely given the state of <a href="#">Cuban immigration laws</a>.</p>	<p>Global Challenges - el racismo</p> <p>Contemporary Life - la vida cotidiana</p> <p>Public and Personal Identities – nacionalismo, heroism</p>	<p>Show AFTER Evita and Machuca</p> <p>Activity cards with descriptions of scenes; students will put cards in order to explain the order of events for that day.</p> <p>Outline of issues for note-taking.</p> <p>Character analysis</p> <p>Discuss poet José Martí. Compare his heroism as a poet with Castro (not viewed as a hero)</p> <p>Read Versos Sencillos (selected lines), then write their own version of it. Martí's birthday is January 28<sup>th</sup>.</p> <p>Watch several short videos on YouTube (find links) about-</p> <ol style="list-style-type: none"> <li>1) Cuban children talking about what they want to be when they grow up</li> <li>2) Cuban exiles in Miami celebrating Fidel Castro's</li> </ol>



			<p>death</p> <p>3) Cubans in Cuba mourning Fidel Castro's death</p> <p>4) Cuban exiles in Miami gathering for a celebration of José Martí (a national holiday in Cuba - as seen in the movie ¡Viva Cuba!)</p>
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<p><b><u>La ciudad</u></b></p>	<p>The stories of four Hispanic immigrants living in New York City. <b>The City</b> (Spanish: <b>La ciudad</b>) is a 1998 American <u>neo-realist</u> film written and directed by <u>David Riker</u>, his first feature film, and shot in gritty <u>black-and-white</u> film stock. The drama features actor <u>Joseph Rigano</u> and, in neorealist fashion, an ensemble cast of non-professional actors. The film is also known as: <b>The City (La Ciudad)</b>.<sup>[1]</sup></p> <p>The drama consists of four <u>vignettes</u> that plunges you onto New York City's poorer neighborhoods where Latin American immigrants, many of whom barely speak English, live at the mercy of exploitative employers and inflexible institutions. Many of the characters are in the United States undocumented to make money in order to send back home to their poor families.</p> <p>The picture won numerous awards including the <i>Organisation Catholique Internationale du Cinéma et de l'Audiovisuel</i> (OCIC Award) at the <u>San Sebastián International Film Festival</u>.</p> <p>Among intermittent scenes of Latin Americans having their photo taken by a photographer, the four stories in the picture include:</p> <p><b>Bricks (Ladrillos)</b>: a group of Latino men wait on a street corner for someone to hire them. A contractor appears in a truck and selects 10 men and promises each \$50 for a day of work. But after they are dropped off across the Hudson River in a dusty lot where a building has been demolished, the terms of employment are revised by the contractor. They are to clean up bricks and do it on a piecemeal basis (15 cents a brick). The men are</p>	<p>Contemporary Life</p> <p>Global Challenges</p>	<p>Articles:</p> <p><a href="https://www.nytimes.com/es/2019/04/14/estados-unidos-migracion/">https://www.nytimes.com/es/2019/04/14/estados-unidos-migracion/</a></p> <p><a href="https://www.abogado.com/recursos/inmigracion/proceso-de-inmigracion-en-los-estados-unidos.html">https://www.abogado.com/recursos/inmigracion/proceso-de-inmigracion-en-los-estados-unidos.html</a></p>
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not happy but must on nevertheless. An accident happens and the men are unable to help the victim and appear helpless in their fate.

**Home (Casa):** a young man named Francisco newly arrived in New York strays into a "sweet 15" party and meets a serious young woman named Maria who turns out to be from the same Mexican town. Because he has no place to stay, she takes him home to her uncle's house. The next morning when he goes to buy some groceries for breakfast, he can't find his way back.

**The Puppeteer (Titiritero):** is a homeless street performer named Luis who is suffering from tuberculosis and lives with his daughter Dulce in an old station wagon. Hearing that every child in the city is guaranteed an education, the puppeteer, who has refused to stay in city shelters because of contagious diseases, attempts to enroll his daughter in school but is unable to prove he lives in New York City.

**Seamstress (Costurera):** in the final and politically incendiary vignette, a woman named Ana works in a sweatshop where no one has been paid for several weeks. She receives a letter from home with the news that her daughter has fallen ill and needs \$400 for an operation. She pleads with her bosses for her back pay but she's threatened with dismissal.

<p><b><u>La jaula de oro</u></b></p>	<p>The Golden Dream is a 2013 Mexican drama film directed by Spanish-born Mexican director Diego Quemada-Díez. It was screened in the Un Certain Regard section at the 2013 Cannes Film Festival where Quemada-Diez won the A Certain Talent award for his directing work and the ensemble cast. Like <a href="#">the 1987 film</a>, and the <a href="#">song</a>, the plot concerns <a href="#">immigration to the United States</a> from Latin American countries. However, unlike the earlier film that concerned itself with a successful and middle-aged Mexican immigrant, the plot of this film deals with younger undocumented immigrants.</p> <p>Samuel, Sara and Juan, three teenagers from Guatemala, decide to leave poverty by going to the United States. After crossing the Mexican border by boat, they find another immigrant, a <a href="#">Tzotzil</a> native called Chauk who does not know Spanish but is able to befriend Sara. When they arrive in the town of Chiapas, they busk for money to eat and drink but are later caught by Mexican Immigration Police agents, who steal Juan's boots and threaten Chauk with a gun, before deporting all of them back to Guatemala.</p> <p>They are deposited by the border to Mexico and so they are able to easily find a way back across it, but at this point Samuel decides to stay in Guatemala. Juan dislikes the idea of going with Chauk, but Sara forces him to go on with him and the three continue on the road to the north. While riding on a train to northern Mexico, the train is stopped by the Mexican Army who attempt to capture the immigrants; however, the trio manage</p>	<p>Contemporary Life</p> <p>Global Challenges</p>	
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to escape and are offered refuge and work by a sugar-cane farmer. During a party at the plantation, the three of them drink and dance until Sara and Juan begin kissing, and end up leaving Chauk alone.

The next morning Chauk feels betrayed by Sara, but decides to remain with them and continue the ride to the north. During the trip, they are detained by drug traffickers, who steal the belongings of the passengers and kidnap the females. Sara is soon recognized as a girl and is taken by the traffickers; when Juan and Chauk resist, Juan is seriously injured and Chauk is knocked unconscious.

Chauk wakes up and tends to Juan's injuries. When Juan recovers, both recognize that they can do nothing for Sara and decide to continue their voyage to the north. During the next train ride, they meet a teenager from Guatemala that offers them jobs, but in reality it is just a trick and the boy delivers them into the hands of a group of criminals. When the leader learns that Juan is from his same hometown, Juan is released. Juan later returns and offers the leader the American Dollars he had saved before the journey, in order to free Chauk.

Juan and Chauk arrive in Mexicali, where they get help from a group of immigrant traffickers to cross the border between Mexico and the United States. The traffickers take the boys across the border, but leave the two on their own in the desert, where Chauk is killed by an immigrant hunter. Juan then arrives in a city where he gets a job in a meat factory. The movie ends with Juan looking up at

snow falling in the night sky, realizing that Chauk had wanted to come north to see snow for the first time.

<p><b><u>Entre nos</u></b></p>	<p>Mariana (Mendoza) is a Colombian immigrant who has recently traveled to New York with her two children, 10-year-old Gabriel (Sebastian Villada Lopez) and 6-year-old Andrea (Laura Montana Cortez) in order to be reunited with her husband Antonio (Andres Munar). However, one day Antonio leaves his family after announcing that he has found work in Miami, and it soon becomes apparent to Mariana that he does not intend to return. Seeing this, she sets out with her children onto the streets of Queens in an attempt to scrape together a decent living. When selling her homemade <u>empanadas</u> fails to bring in any money, Mariana and the children begin collecting aluminum cans off the city's streets. Complications arise, and soon the family finds itself in a desperate day-to-day struggle for survival.<sup>[3]</sup></p> <p>The film is a semi-autobiographical tale based on the arrival of Mendoza's own mother to the United States,<sup>[3]</sup> however, this fact is not revealed to the audience until a post-film sequence immediately before the credits roll.</p>	<p>Contemporary Life</p> <p>Global Challenges</p> <p>Immigration and health effects:  <a href="https://www.kff.org/report-section/vivir-en-una-familia-de-inmigrantes-en-los-estados-unidos-informe/">https://www.kff.org/report-section/vivir-en-una-familia-de-inmigrantes-en-los-estados-unidos-informe/</a></p>	<p>Trailer:  <a href="https://www.sparkenthusiasm.com/entre_nos.html">https://www.sparkenthusiasm.com/entre_nos.html</a></p> <p>Immigration story chart and interview (imaginary or family/friend):  <a href="https://immigrationcurriculum.files.wordpress.com/2011/03/immigration-curriculum-final-draft.pdf">https://immigrationcurriculum.files.wordpress.com/2011/03/immigration-curriculum-final-draft.pdf</a></p>
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<p><b><u>Cesar Chavez</u></b></p>	<p>Famed labor organizer and civil-rights activist Cesar Chavez (Michael Peña) is torn between his duty to his family and his commitment to securing a living wage for farm workers. The film follows <a href="#">Cesar Chavez</a>'s efforts to organize 50,000 farm workers in <a href="#">California</a>. Some of them were <a href="#">braceros</a>—temporary workers from <a href="#">Mexico</a> permitted to live and work in the United States in agriculture, and required to return to Mexico if they stopped working. Working conditions are very poor for the farmworkers, who also suffer from <a href="#">racism</a> and brutality at the hands of the employers and local Californians. To help the workers, Cesar Chavez (Michael Peña) forms a labor union known as the <a href="#">United Farm Workers</a> (UFW). Chavez's efforts are opposed, sometimes violently, by the owners of the large industrial farms where the farmworkers work. The film touches on several major nonviolent campaigns by the UFW: the <a href="#">Delano grape strike</a>, the <a href="#">Salad Bowl strike</a>, and the <a href="#">1975 Modesto march</a>.</p>	<p>Global Challenges – labor, war, illness (DDT)</p> <p><u>Article and website:</u>  <a href="http://elnuevosol.net/2011/05/programa-bracero-la-lucha-por-los-derechos-de-los-trabajadores-del-campo/">http://elnuevosol.net/2011/05/programa-bracero-la-lucha-por-los-derechos-de-los-trabajadores-del-campo/</a></p> <p><a href="https://www.bbc.com/mundo/noticias-america-latina-37528106">https://www.bbc.com/mundo/noticias-america-latina-37528106</a></p> <p>“Deportees” – cancion por Woody Guthrie, cantado por Joan Baez y Bob Dylan.  <a href="https://www.youtube.com/watch?v=sU2_nHolp7E">https://www.youtube.com/watch?v=sU2_nHolp7E</a></p> <p><a href="http://www.farmworkerfamily.org/information">http://www.farmworkerfamily.org/information</a></p>	<p>Writing: letter from a bracero to family in México, including working conditions</p> <p>Debate: pros and cons of bracero program, POV of workers and farm owners; let workers stay? Deport them?</p> <p>Compare/Contrast: this event/time in history to other similar events in US history.</p> <p>Research: history of use of DDT and its effects on farm workers</p>
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<p><b><u>La cosecha</u></b></p>	<p>Every year there are more than 400,000 American children who are torn away from their friends, schools and homes to pick the food we all eat. Zulema, Perla and Victor labor as migrant farm workers, sacrificing their own childhoods to help their families survive. THE HARVEST/LA COSECHA profiles these three as they journey from the scorching heat of Texas onion fields to the winter snows of the Michigan apple orchards and back south to the humidity of Florida's tomato fields to follow the harvest. From the Producers of the Academy-Award® nominated film, WAR/DANCE and Executive Producer Eva Longoria, this award-winning documentary provides an intimate glimpse into the lives of these children who struggle to dream while working 12-14 hours a day, 7 days a week to feed America.</p>	<p>Contemporary Life</p> <p>Public and Personal Identities</p> <p>Families and Communities</p>	<p>Tribeca Film Festival: <a href="https://www.tfiny.org/images/uploads/film_files/LaCosecha_EG_Final.pdf">https://www.tfiny.org/images/uploads/film_files/LaCosecha_EG_Final.pdf</a></p>
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<p><b><u>Ei pelotero</u></b></p>	<p><b>Ballplayer: Pelotero</b> is a documentary film focusing on two <a href="#">Dominican Republic Major League Baseball</a> prospects in 2009, <a href="#">Miguel Angel Sanó</a> (nicknamed Bocatón) and Jean Carlos Batista, nicknamed Batí.</p> <p>The film follows Sanó through his controversial signing period in 2009. The film was directed by Jonathan Paley, Ross Finkel and Trevor Martin, narrated by <a href="#">John Leguizamo</a>, and produced by <a href="#">Bobby Valentine</a>. It premiered at the <a href="#">Hamptons International Film Festival</a> in 2011 and had a theatrical release in theaters in New York, Los Angeles and Minneapolis in July 2012. The film was screened from July 13–19 in Minneapolis by the Film Society of Minneapolis/St. Paul in the St. Anthony Main Theater.</p>	<p>Public and Personal Identities – leaving their country to play for another</p> <p>Global Challenges – how athletes are paid/treated, here some are deceived about playing for the MLB.</p>	<p>Artículo: <a href="https://www.forbes.com.mx/beisbol-una-fabrica-de-dinero-en-republica-dominicana/">https://www.forbes.com.mx/beisbol-una-fabrica-de-dinero-en-republica-dominicana/</a></p> <p><a href="https://espanolwithsrawolfe.weebly.com/uploads/1/6/8/3/16831984/pelotero_during_and_post_gs.pdf">https://espanolwithsrawolfe.weebly.com/uploads/1/6/8/3/16831984/pelotero_during_and_post_gs.pdf</a></p> <p><a href="https://www.sparkenthusiasm.com/video_para_la_pelicula_pelotero.pdf">https://www.sparkenthusiasm.com/video_para_la_pelicula_pelotero.pdf</a></p> <p>Included therein:</p> <p><a href="http://www.sparkenthusiasm.com/santo_domingo.html">http://www.sparkenthusiasm.com/santo_domingo.html</a></p> <p>Los Mejores Peloteros Dominicanos - This video features a countdown of the 11 best Dominican players of all time. There is also great merengue music playing during the video. <a href="http://www.sparkenthusiasm.com/mejores_peloteros_dominicanos.html">http://www.sparkenthusiasm.com/mejores_peloteros_dominicanos.html</a></p> <p>Peloteros Dominicanos - Amazing video in Spanish about young Dominican players who are deceived about going to the US and playing in the MLB. – Worksheet activity <a href="http://www.sparkenthusiasm.com/peloteros_dominicanos.html">http://www.sparkenthusiasm.com/peloteros_dominicanos.html</a></p> <p>Peloteros Dominicanos Firman por Millones - Awesome video in Spanish that announces the young Dominican prospects who have signed for million dollar bonuses. – Worksheet activity</p>
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[http://www.sparkenthusiasm.com/peloteros\\_firman\\_por\\_millones.html](http://www.sparkenthusiasm.com/peloteros_firman_por_millones.html)

Tradiciones Dominicanas - Este video tiene imágenes e información de las costumbres y tradiciones de la República Dominicana.

[http://www.sparkenthusiasm.com/tradiciones\\_dominicanas.html](http://www.sparkenthusiasm.com/tradiciones_dominicanas.html)

<p><b><u>To be a miss</u></b> (Netflix)</p>	<p>Blessed with breathtaking landscapes and abundant natural resources, the South American country of Venezuela has also become renowned in recent years as the home to uniquely beautiful women celebrated in international beauty pageants. Indeed, Venezuela has claimed title to more global beauty competitions than any other nation in the world, successfully taking 6 Miss Universe, 6 Miss World, and 5 Miss International crowns. The success of Venezuela's pageant stars on the world stage has instilled an immense sense of national pride, while spawning an all-consuming obsession with physical appearance, and a desire by millions of Venezuelan girls to be a Miss. Yet behind the glamor and fame that accompanies the pageants, there lies a more sobering portrait of what it means to be a woman in this Caribbean nation. While millions of dollars are pumped every year into countless local and regional beauty contests and the powerful media interests that drive the industry forward invest massive resources in instilling the image of Miss Venezuela in the minds of young girls, essential services for women in the country are severely lacking, domestic violence is rampant, teen pregnancy is staggering, and deaths resulting from botched cosmetic surgeries are commonplace. To be a Miss is a feature-length documentary journey that takes the viewer through the inner workings of Venezuela's beauty factory, exploring the hopes and dreams of young models as they strive to become the next Miss Venezuela. Following three central protagonists, the film exposes the risks and rewards associated with this</p>	<p>Contemporary Life</p>	<p>Article: <a href="https://www.elespectador.com/noticias/el-mundo/miss-venezuela-lo-unico-que-une-los-venezolanos-articulo-722445">https://www.elespectador.com/noticias/el-mundo/miss-venezuela-lo-unico-que-une-los-venezolanos-articulo-722445</a></p> <p>Video: <a href="https://www.youtube.com/watch?v=wqVtsyTAIFU">https://www.youtube.com/watch?v=wqVtsyTAIFU</a></p> <p><a href="https://www.youtube.com/watch?v=bdNHZ89Pi4Q">https://www.youtube.com/watch?v=bdNHZ89Pi4Q</a></p> <p>Pics: <a href="https://www.americatv.com.pe/noticias/redes-sociales/revelan-fotografias-miss-venezuela-antes-someterse-cirugias-plasticas-n352678">https://www.americatv.com.pe/noticias/redes-sociales/revelan-fotografias-miss-venezuela-antes-someterse-cirugias-plasticas-n352678</a></p>
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multi-billion dollar industry while showing how nationalism, personal ambition, and the influence of mass media have transformed the lives of ordinary women in the country.

<p><b><u>El sandwich de Mariana</u></b></p>	<p><a href="http://elmundocinematograficoenelaula.blogspot.com/">http://elmundocinematograficoenelaula.blogspot.com/</a>  <b><i>El sánwich de Mariana</i></b> is an 11-minute short by Carlos Cuarón (brother of Alfonso!). The film is available on <a href="#">YouTube</a>, and centers around the theme of school bullying. The film does not have English subtitles, but the students don't need them to understand the message.</p>	<p>Public and Personal Identities – bullying (reasons, how to cope, etc.)</p>	<p>See document</p>
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## Appendix C

### Relevant World Language Content Standards\*

The following definitions of the 3 modes of communication are taken from New Jersey Student Learning Standard for World Languages Proficiency Levels (Retrieved from: <https://www.state.nj.us/education/cccs/2014/wl/WL-1-1H.pdf>)

- **Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or email messages). Click Teaching Foreign Languages K-12 Workshop to view a video on the Interpersonal Mode. Scroll down to video #2
- **Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click Teaching Foreign Languages K-12 Workshop to view a video on the Interpretive Mode. Scroll down to video #1.
- **Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click Teaching Foreign Languages K-12 Workshop to view a video on the Presentational Modes. Scroll down to video #3.

**Interpretive Mode. 7.1.IM.A.1.** Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age-and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.

**Interpretive Mode. 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.

**Interpretive Mode. 7.1.IM.A.7.** Infer the meaning of some unfamiliar words in new contexts.

**Interpretive Mode. 7.1.IM.A.8.** Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

**Interpersonal Mode. 7.1.IM.B.3.** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

**Interpersonal Mode. 7.1.IM.B.4.** Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

**Interpersonal Mode. 7.1.IM.B.5.** Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

**Presentational Mode. 7.1.IM.C.2.** Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

**Presentational Mode. 7.1.IM.C.4.** Synthesize information found in age-and level-appropriate culturally authentic materials.

**Presentational Mode. 7.1.IM.C.5.** Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

**Interpretive Mode. 7.1.IH.A.3.** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

**Interpretive Mode. 7.1.IH.A.4.** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**Interpersonal Mode. 7.1.IH.B.4.** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**Interpersonal Mode. 7.1.IH.B.5.** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**Presentational Mode. 7.1.IH.C.4.** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**Presentational Mode. 7.1.IH.C.5.** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

\*Standards fall within the Intermediate-Mid to Intermediate-High range.



## Appendix D

### References

ACTFL Proficiency Guidelines (Retrieved from <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking#intermediate>)

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