



Montclair Public Schools
Montclair High School
Spanish Culture and Literacy Curriculum

Grade(s) **9-12**

**Approved by the Montclair Board of Education
2012**

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the [New Jersey Core Curriculum Content Standards](#) at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

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The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 1: The focus of this unit is to compare Mexico with the USA. Students will compare Mexican girls' fifteen birthdays to American girls' sixteen birthday. Students will describe the type of government in Mexico. Students will discuss artistic styles of Rivera and Kahlo and define characteristics in works of art that identify individual artists. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 2: The focus of this unit is to compare the Dominican Republic to the USA. Students will create a slide show of the Dominican Republic. Students will locate the Dominican Republic on the globe, and identify the capital of Dominican Republic. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this unit is to describe the type of government in Spain and compare Spain to the USA. Students will discuss about the Civil War in Spain. Student will describe different political systems and how they affect people. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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Unit 4: The focus of this unit is to describe the type of government in Colombia. Students will identify the capital of Colombia and identify the colors of the flag and explain the meaning of the colors of the flag. Student will discuss poverty and the love of family. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 5: The focus of this unit is to describe the type of government in El Salvador. Student will locate El Salvador on the globe and identify the capital of El Salvador. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 6: The focus of this unit is to describe the type of government in Argentina. Students will identify the capital of Argentina and identify the colors of the flag and explain the meaning of the colors of the flag. Student will discuss freedom of speech the expression liberty in Argentina in 1976. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 7: The focus of this unit is to describe the type of government in Bolivia. Students will identify the capital of Bolivia and identify the colors of the flag and explain the meaning of the colors of the flag. Student will discuss the extreme poverty and hunger in Bolivia and the importance of the Devil in the lives of the miners. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 8: The focus of this unit is to relate migration patterns to economic, political and social factors. Students will compare and contrast immigration stories of the past with the present. Student will use real world examples as models for writing and oral history. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Spanish Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal and presentational mode of communication.

Spanish Culture and Literacy is a full-year course for Montclair High School students and introduces and prepares students to acquire the fundamentals of the Spanish language and culture. This course is to fulfill the one year high school graduation requirement for World Language. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing.

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SECTION II

Course Description

Spanish Culture and Literacy is designed to fulfill the one year high school graduation requirement for World Language.

Throughout the year, students will be exposed to the various cultures of Spanish speaking countries. Students will learn basic Spanish vocabulary terms, as well.

This course will consist of 8 units.

Thematic Units for Spanish Culture and Literacy

1. Mexico
2. Dominican Republic
3. Spain
4. Colombia
5. El Salvador
6. Argentina
7. Bolivia
8. Immigration

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Unit 1: México

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Mexico is one of the biggest Spanish speaking countries	What is the relationship between Mexico and United State?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> *Use technology to research and create a report about Mexico. *Create power point. *Learn how to organize their information to structure their report. *Create a slide show of Mexico. *Structure the information of Mexico with texts and graphics for presentation. *Write biographies. *Locate Mexico on the globe. *Identify the capital of Mexico. *Identify the colors of the flag and explain the meaning of the colors of the flag. *Describe the type of government in Mexico.

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	<p>*Compare Mexico to the USA.</p> <p>*Compare Mexican girls’ fifteen birthdays to American girls’ sixteen birthday.</p> <p>*Discuss artistic styles of Rivera and Kahlo.</p> <p>*Define characteristics in works of art that identify individual artists.</p> <p>*Create a timeline of Frida Kahlo and Diego Rivera’s lives.</p> <p>*Create self portraits of Frida Kahlo.</p> <p>*Interpret Kahlo and Rivera’s work and art.</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> • Homework • Oral (presentations) • Exams • Quiz 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation Spanish Culture of Literacy at Montclair High School is taught to enhance knowledge of the culture of Spanish Speaking countries including some cultural elements, which are intertwined with language itself. The cultural competences can a lead to empathy and respect toward different cultures as well as promote objectivity perspicacity. The knowledge of the conventions, customs, beliefs and system of meaning of another country, is</p>
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		<p>indisputable as integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. This course is to foster an appreciation for the heritage and culture of Spanish-speaking people, and to help students reach a proficiency in the Spanish language crucial to a mature understanding of Spain and Latin America, past and present.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Documental Video and movies (Teacher Discovery) • Use of Internet • Mexico website • Mexico history, biography and government • www.incomplete.com • www.google.com • www.cabovilla.com • www.mapquest.com 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • The teacher will use a map to locate the capital. • Give a flag and students will color the flag base on the flag colors • Students present graphs and explain the results. • Students will perform a presentation about Mexico. • Students watch a video and answers questions about the video. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create a PowerPoint to present to the class. • Have students create summary about the country and present it to the class. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria</p>

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		to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.
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Unit 2: Dominican Republic

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	The Dominican Republic in the West Indies occupies the eastern two-thirds of the island of Hispaniola, which it shares with Haiti.	How are people in the United States connected with the people in the Dominican Republic?

Skills	Key Content
Listening Speaking Reading Writing	<p>*Learn and discuss global history by connecting and relating to the era of Trujillo in the Dominican Republic.(Movie: In the time of the butterflies).</p> <p>*Compare where and how they have seen the same themes in history.</p> <p>*Use technology to research and create a report about The Dominican Republic.</p> <p>*Create power point.</p> <p>*Learn how to organize their information to structure their report.</p>

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	<ul style="list-style-type: none"> *Create a slide show of The Dominican Republic. *Structure the information of The Dominican Republic with texts and graphics for presentation. *Write biographies. *Locate The Dominican Republic on the globe. *Identify the capital of Dominican Republic. *Identify the colors of the flag and explain the meaning of the colors of the flag. *Describe the type of government in The Dominican Republic. *Compare The Dominican Republic to the USA.
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<p>Assessment:</p> <ul style="list-style-type: none"> • Presentation • Homework • Oral • Exams 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation Spanish Culture of Literacy at Montclair High School is taught to enhance knowledge of the culture of Spanish Speaking countries including some cultural elements, which are intertwined with language itself. The cultural competences can a lead to empathy and respect toward different cultures as well as promote</p>
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<ul style="list-style-type: none"> • Quiz 		<p>objectivity perspicacity. The knowledge of the conventions, customs, beliefs and system of meaning of another country, is indisputable as integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. This course is to foster an appreciation for the heritage and culture of Spanish-speaking people, and to help students reach a proficiency in the Spanish language crucial to a mature understanding of Spain and Latin America, past and present.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Documental Video and movies (Teacher Discovery) • Use of Internet • Dominican Republic website • Dominican Republic history, biography and government • www.incomplete.com • www.google.com • www.cabovilla.com • www.mapquest.com 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • The teacher will use transparencies to locate the capital on the map. • Give students a packet to complete. • Students write a biographies. • Student will identify the color of the flag. • Students will talk about the difference between the Dominican Republic and the USA. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create PowerPoint and present to the class. • Have students create a bibliography. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance,</p>

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	<ul style="list-style-type: none"> Students will talk about the government of the Dominican Republic. 	<p>failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Unit 3: Spain

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Culture of Spain and its influence on the world	How has the culture of Spain affected Spanish citizens and other cultures of not only Europe but also the world?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> *Discuss about the civil war in Spain *Describe different political systems and how they affect people. *Use technology to research and create a report about Spain. *Create power point. *Learn how to organize their information to structure their report. *Create a slide show of Spain. *Structure the information of Spain with texts and graphics for presentation.

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	<p>*Write biographies.</p> <p>*Identify the colors of the flag and explain the meaning of the colors of the flag.</p> <p>*Describe the type of government in Spain.</p> <p>*Compare Spain to the USA.</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> • Presentation • Homework • Oral • Exams • Quiz 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Spanish Culture of Literacy at Montclair High School is taught to enhance knowledge of the culture of Spanish Speaking countries including some cultural elements, which are intertwined with language itself. The cultural competences can a lead to empathy and respect toward different cultures as well as promote objectivity perspicacity. The knowledge of the conventions, customs, beliefs and system of meaning of another country, is indisputable as integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. This course is to foster an appreciation for the heritage and culture of Spanish-speaking people, and to help students reach a proficiency in the</p>
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		Spanish language crucial to a mature understanding of Spain and Latin America, past and present.
Resources <ul style="list-style-type: none"> • Documental Video and movies (Teacher Discovery) • Use of Internet • Spain website • Spain history, biography and government • www.incomplete.com • www.google.com • www.cabovilla.com • www.mapquest.com 	Instructional Strategies / Best practices <ul style="list-style-type: none"> • The teacher will use transparencies to show a map of Spain. • Students will locate the borders and locate the capital of Spain. • Students will talk about the difference political parties in Spain. • Students present a PowerPoint about Spain. • Students will write biographies. 	Enrichment: <ul style="list-style-type: none"> • Encourage students to create PowerPoint and present to the class. • Have students create a bibliography. Key Criteria for Identifying Student Needs. Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.

Unit 4: Colombia

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Colombia is the only South American country	What are the major cities in Colombia?

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	with coastlines on both the Pacific Ocean and Caribbean Sea.	
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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> *Discuss poverty and the love of family.(movie “Entre Nos”) *Use technology to research and create a report about Colombia. *Create power point. *Learn how to organize their information to structure their report. *Create a slide show of Colombia. *Structure the information of Colombia with texts and graphics for presentation. *Write biographies. *Locate Colombia on the globe. *Identify the capital of Colombia. *Identify the colors of the flag and explain the meaning of the colors of the flag. *Describe the type of government in Colombia.

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<p>Assessment:</p> <ul style="list-style-type: none"> • Presentation • Homework • Oral • Exams • Quiz 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation Spanish Culture of Literacy at Montclair High School is taught to enhance knowledge of the culture of Spanish Speaking countries including some cultural elements, which are intertwined with language itself. The cultural competences can a lead to empathy and respect toward different cultures as well as promote objectivity perspicacity. The knowledge of the conventions, customs, beliefs and system of meaning of another country, is indisputable as integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. This course is to foster an appreciation for the heritage and culture of Spanish-speaking people, and to help students reach a proficiency in the Spanish language crucial to a mature understanding of Spain and Latin America, past and present.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Documental Video and movies (Teacher Discovery) • Use of Internet • Colombia website 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • The teacher will use transparencies to locate the capital on the map. • Give students a packet to complete. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create PowerPoint and present to the class. • Have students create a bibliography.

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<ul style="list-style-type: none"> • Colombia history, biography and government • www.incomplete.com • www.google.com • www.cabovilla.com • www.mapquest.com 	<ul style="list-style-type: none"> • Students write biographies. • Student will identify the color of the flag. • Students will talk about the difference between the Colombia and the USA. • Students will talk about the government of Colombia. 	<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Unit 5: El Salvador

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	El Salvador is the smallest of the Central American countries	How is the Civil War in El Salvador a parable of the Cold War?

Skills	Key Content
Listening Speaking Reading Writing	<p>*Discuss The bloody civil war which tore apart El Salvador.</p> <p>*Use technology to research and create a report about El Salvador.</p> <p>*Create power point.</p>

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	<ul style="list-style-type: none"> *Learn how to organize their information to structure their report. *Create a slide show of El Salvador.. *Structure the information of El Salvador with texts and graphics for presentation. *Write biographies. *Locate El Salvador on the globe. *Identify the capital of El Salvador. *Identify the colors of the flag and explain the meaning of the colors of the flag. *Describe the type of government in El Salvador.
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<p>Assessment:</p> <ul style="list-style-type: none"> • Presentation • Homework • Oral • Exams • Quiz 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation Spanish Culture of Literacy at Montclair High School is taught to enhance knowledge of the culture of Spanish Speaking countries including some cultural elements, which are intertwined with language itself. The cultural competences can a lead to empathy and respect toward different cultures as well as promote objectivity perspicacity. The knowledge of the conventions, customs, beliefs and</p>
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		<p>system of meaning of another country, is indisputable as integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. This course is to foster an appreciation for the heritage and culture of Spanish-speaking people, and to help students reach a proficiency in the Spanish language crucial to a mature understanding of Spain and Latin America, past and present.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Documental Video and movies (Teacher Discovery) • Use of Internet • El Salvador website • El Salvador history, biography and government • www.incomplete.com • www.google.com • www.cabovilla.com • www.mapquest.com 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • The teacher will use transparencies to locate the capital on the map. • Give students a packet to complete. • Students write biographies. • Student will identify the color of the flag. • Students will talk about the difference between El Salvador and the USA. • Students will talk about the government of El Salvador. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create PowerPoint and present to the class. • Have students create a bibliography. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks</p>

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		will be key indicators of their performance.
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Unit 6: Argentina

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Argentina is second in South America only to Brazil in size and population	Where in the World is Argentina?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> *Discuss freedom of speech the expression liberty in Argentina in 1976 *Use technology to research and create a report about Argentina. *Create power point. *Learn how to organize their information to structure their report. *Create a slide show of Argentina. *Structure the information of Argentina with texts and graphics for presentation. *Write biographies. *Locate Argentina on the globe.

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	<p>*Identify the capital of Argentina.</p> <p>*Identify the colors of the flag and explain the meaning of the colors of the flag.</p> <p>*Describe the type of government in Argentina.</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> *Presentation *Homework *Oral *Exams *Quiz 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Spanish Culture of Literacy at Montclair High School is taught to enhance knowledge of the culture of Spanish Speaking countries including some cultural elements, which are intertwined with language itself. The cultural competences can lead to empathy and respect toward different cultures as well as promote objectivity and perspicacity. The knowledge of the conventions, customs, beliefs and system of meaning of another country, is indisputable as an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. This course is to foster an appreciation for the heritage and culture of Spanish-speaking people, and to help students reach a proficiency in the</p>
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		Spanish language crucial to a mature understanding of Spain and Latin America, past and present.
<p>Resources</p> <ul style="list-style-type: none"> • Documental Video and movies (Teacher Discovery) • Use of Internet • Argentina website • Argentina history, biography and government • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • The teacher will use transparencies to locate the capital on the map. • Give students a packet to complete. • Students write biographies. • Student will identify the color of the flag. • Students will talk about the difference between Argentina and the USA. • Students will talk about the government of Argentina. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create PowerPoint and present to the class. • Have students create a bibliography. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>

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Unit 7: Boliva

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Bolivia is a landlocked country in South America.	How did the different geographic features affect life in different parts of Bolivia?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> *Discuss the extreme poverty and hunger in Bolivia and the importance of the Devil in the lives of the miners. *Use technology to research and create a report about Bolivia. *Create power point. *Learn how to organize their information to structure their report. *Create a slide show of Bolivia. *Structure the information of Bolivia with texts and graphics for presentation. *Write biographies. *Locate Bolivia on the globe. *Identify the capital of Bolivia. *Identify the colors of the flag and explain the meaning of the colors of the flag. *Describe the type of government in Bolivia.

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<p>Assessment:</p> <ul style="list-style-type: none"> *Presentation *Homework *Oral *Exams *Quiz 	<p>Rubric</p> <p>See below</p>	<p>Key Criteria for Differentiation</p> <p>Spanish Culture of Literacy at Montclair High School is taught to enhance knowledge of the culture of Spanish Speaking countries including some cultural elements, which are intertwined with language itself. The cultural competences can lead to empathy and respect toward different cultures as well as promote objectivity perspicacity. The knowledge of the conventions, customs, beliefs and system of meaning of another country, is indisputable as integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. This course is to foster an appreciation for the heritage and culture of Spanish-speaking people, and to help students reach a proficiency in the Spanish language crucial to a mature understanding of Spain and Latin America, past and present.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Documental Video and movies (Teacher Discovery) • Use of Internet 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • The teacher will use transparencies to locate the capital on the map. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create PowerPoint and present to the class.

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<ul style="list-style-type: none"> • Bolivia website • Bolivia history, biography and government • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<ul style="list-style-type: none"> • Give students a packet to complete. • Students write biographies. • Student will identify the color of the flag. • Students will talk about the difference between Bolivia and the USA. • Students will talk about the government of Bolivia. 	<ul style="list-style-type: none"> • Have students create a bibliography. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Unit 8: Immigration

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Explain reasons and give examples for immigration.	How did/do immigrants adapt to life in the United States?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> *Develop an understanding of the concept of immigration. *Use real world examples as models for writing and oral history. *Relate migration patterns to economic, political and social

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	<p>factors.</p> <p>*Use graphs and facts to respond to several research-based questions and activities.</p> <p>*Compare and contrast immigration stories of the past with the present.</p> <p>*Create a power point.</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> *Presentation *Homework *Oral *Exams *Quiz 	<p>Rubric</p> <p>See below</p>	<p>Key Criteria for Differentiation</p> <p>Spanish Culture of Literacy at Montclair High School is taught to enhance knowledge of the culture of Spanish Speaking countries including some cultural elements, which are intertwined with language itself. The cultural competences can a lead to empathy and respect toward different cultures as well as promote objectivity perspicacity. The knowledge of the conventions, customs, beliefs and system of meaning of another country, is indisputable as integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. This course is to foster an appreciation for the heritage and culture of Spanish-speaking people, and to help students reach a proficiency in the</p>
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		Spanish language crucial to a mature understanding of Spain and Latin America, past and present.
<p>Resources</p> <ul style="list-style-type: none"> • Documental Video and movies (Teacher Discovery) • Use of Internet • Immigrations website • Immigration history, biography and government • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students will talk about immigration. • Students will talk about what is going on now days with immigration. • Students will relate migration patterns to economic, political and social factors. • Students will compare and contrast immigration stories of the past with the present. • Students will create a PowerPoint. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create PowerPoint and present to the class. • Have students create a bibliography. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>

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Pacing Guide [Boxes Expand]

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September	7.1	<p>*Why do Mexicans illegally cross the US-Mexican border?</p> <p>*Where is Mexico Located?</p> <p>* What is the capital of Mexico?</p> <p>*What is the official language of Mexico?</p> <p>*Who is the leader of Mexico and is his title?</p> <p>*What are the colors of the flag and what are their meanings?</p> <p>*What type of government does Mexico have?</p>	<p>NJCCCS: 7.2 CPI: A 1-7, B 1-6,C1-4</p> <p>*Use technology to research and create a report about Mexico.</p> <p>*Create power point.</p> <p>*Learn how to organize their information to structure their report.</p> <p>*Create a slide show of Mexico.</p> <p>*Structure the information of Mexico with texts and graphics for presentation.</p> <p>*Write biographies.</p> <p>*Locate Mexico on the globe.</p>	<p>*Movies: Under the Same Moon.</p> <p>*Mexico City.</p> <p>*My family.</p> <p>*Documental: Mexico</p> <p>*Crossword puzzles.</p> <p>*Design travel guides.</p> <p>*Create self portraits.</p> <p>*Complete true or false work sheet.</p> <p>*Illustrates flags.</p>	<ul style="list-style-type: none"> • Map • PowerPoint Presentation • Packet • Movie • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<p>*Presentation</p> <p>*Homework</p> <p>*Oral</p> <p>*Exams</p> <p>*Quiz</p>

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		<p>*What are the major cities in Mexico?</p> <p>*What comparisons can you make with Mexico and USA on all the above questions topics?</p>	<p>*Identify the capital of Mexico.</p> <p>*Identify the colors of the flag and explain the meaning of the colors of the flag.</p> <p>*Describe the type of government in Mexico.</p> <p>*Compare Mexico to the USA.</p>	<p>*Power point.</p>		
October	7.1	<p>What is the meaning of the girls' fifteen birthday in Mexico?</p> <p>*How did Mexican revolution play a key role in Frida's life and art?</p> <p>*What are the important events in my life that I would want to show in my self-portrait?</p>	<p>*Compare Mexican girls' fifteen birthdays to American girls' sixteen birthday.</p> <p>*Discuss artistic styles of Rivera and Kahlo.</p> <p>*Define characteristics in works of art that identify individual artists.</p> <p>*Create a timeline of Frida Kahlo and Diego Rivera's lives.</p>	<p>Movies:</p> <p>*Quinceañera.</p> <p>*Tortilla Soup.</p> <p>Documental: Frida Kahlo, Diego Rivera.</p> <p>*Draw portraits.</p> <p>*Crossword puzzles.</p>		<p>*Presentation</p> <p>*Homework</p> <p>*Oral</p> <p>*Exams</p> <p>*Quiz</p>

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		Why Diego Rivera is considered one of the greatest artists of the 20 th century?	<p>*Create self portraits of Frida Kahlo.</p> <p>*Interpret Kahlo and Rivera's work and art.</p>	<p>*Complete true or false work sheet.</p> <p>*Power Point.</p>		
November	7.1	<p>*How was the political environment during Trujillo's government?</p> <p>*Where is The Dominican Republic Located?</p> <p>* What is the capital of The Dominican Republic?</p> <p>*What is the official language of The Dominican Republic?</p> <p>*Who is the leader of The Dominican Republic and is his title?</p> <p>*What are the colors</p>	<p>*Learn and discuss global history by connecting and relating to the era of Trujillo in the Dominican Republic.</p> <p>*Compare where and how they have seen the same themes in history.</p> <p>*Use technology to research and create a report about The Dominican Republic.</p> <p>*Create power point.</p> <p>*Learn how to organize their information to structure their report.</p> <p>*Create a slide show of</p>	<p>*Movies: In the time of the butterflies.</p> <p>*Documental: The Dominican Republic.</p> <p>*Crossword puzzles.</p> <p>*Design travel guides.</p> <p>*Complete true or false work sheet.</p> <p>*Illustrates flags.</p> <p>*Power point.</p>	<ul style="list-style-type: none"> • Map • PowerPoint Presentation • Packet • Movie • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<p>*Presentation</p> <p>*Homework</p> <p>*Oral</p> <p>*Exams</p> <p>*Quiz</p>

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		<p>of the flag and what are their meanings?</p> <p>*What type of government does The Dominican Republic have?</p> <p>*What are the major cities in The Dominican Republic?</p> <p>*What comparisons can you make with The Dominican Republic and USA on all the above questions topics?</p>	<p>The Dominican Republic.</p> <p>*Structure the information of The Dominican Republic with texts and graphics for presentation.</p> <p>*Write biographies.</p> <p>*Locate The Dominican Republic on the globe.</p> <p>*Identify the capital of Dominican Republic.</p> <p>*Identify the colors of the flag and explain the meaning of the colors of the flag.</p> <p>*Describe the type of government in The Dominican Republic.</p> <p>*Compare The Dominican Republic to the USA.</p>			
December	7.1	*Why did the civil war start in Spain?	*Discuss about the civil war in Spain	*Movies: La lengua de las mariposas.	<ul style="list-style-type: none"> • Map • PowerPoint 	<p>*Presentation</p> <p>*Homework</p>

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		<p>*Where is Spain located?</p> <p>* What is the capital of Spain?</p> <p>*What is the official language of Spain?</p> <p>*Who is the leader of Spain and is his title?</p>	<p>*Describe different political systems and how they affect people.</p> <p>*Use technology to research and create a report about Spain.</p> <p>*Create power point.</p> <p>*Learn how to organize their information to structure their report.</p>	<p>Pan's Labyrinth.</p> <p>*Documental: Spain</p> <p>*Crossword puzzles.</p> <p>*Design travel guides.</p> <p>*Complete true or false work sheet.</p> <p>*Illustrates flags.</p> <p>*Power point.</p>	<p>Presentation</p> <ul style="list-style-type: none"> • Packet • Movie • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<p>*Oral</p> <p>*Exams</p> <p>*Quiz</p>
January	7.1		<p>*Create a slide show of Spain.</p> <p>*Structure the information of Spain with texts and graphics for presentation.</p> <p>*Write biographies.</p> <p>*Identify the colors of the</p>	<p>Documental: Spain</p> <p>*Crossword puzzles.</p> <p>*Design travel guides.</p> <p>*Complete true or</p>	<ul style="list-style-type: none"> • Map • PowerPoint Presentation • Packet • Movie • www.incomplete 	<p>*Presentation</p> <p>*Homework</p> <p>*Oral</p> <p>*Exams</p> <p>*Quiz</p>

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			<p>flag and explain the meaning of the colors of the flag.</p> <p>*Describe the type of government in Spain.</p> <p>*Compare Spain to the USA.</p>	<p>false work sheet.</p> <p>*Illustrates flags.</p> <p>*Power point.</p>	<p>ate.com</p> <ul style="list-style-type: none"> • www.google.com • www.cabovilla.com • www.edhelper.com 	
February	7.1	<p>*What are the effects of poverty on family and children according to the movie “Entre Nos”</p> <p>*Where is Colombia Located?</p> <p>* What is the capital of Colombia?</p> <p>*What is the official language of Colombia?</p> <p>*Who is the leader of Colombia and is his title?</p>	<p>*Discuss poverty and the love of family.(movie “Entre Nos”)</p> <p>*Use technology to research and create a report about Colombia.</p> <p>*Create power point.</p> <p>*Learn how to organize their information to structure their report.</p> <p>*Create a slide show of Colombia.</p> <p>*Structure the information of Colombia with texts and</p>	<p>*Movies: Entre Nos.</p> <p>*Documental: Colombia</p> <p>*Crossword puzzles.</p> <p>*Design travel guides.</p> <p>*Complete true or false work sheet.</p> <p>*Illustrates flags.</p> <p>*Power point.</p>	<ul style="list-style-type: none"> • Map • PowerPoint Presentation • Packet • Movie • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<p>*Presentation</p> <p>*Homework</p> <p>*Oral</p> <p>*Exams</p> <p>*Quiz</p>

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		<p>*What are the colors of the flag and what are their meanings?</p> <p>*What type of government does Colombia have?</p> <p>*What are the major cities in Colombia?</p> <p>*What comparisons can you make with Colombia and USA on all the above questions topics?</p>	<p>graphics for presentation.</p> <p>*Write biographies.</p> <p>*Locate Colombia on the globe.</p> <p>*Identify the capital of Colombia.</p> <p>*Identify the colors of the flag and explain the meaning of the colors of the flag.</p> <p>*Describe the type of government in Colombia.</p>		com	
March	7.1	<p>*What happened in El Salvador in 1980?</p> <p>*Where is El Salvador Located?</p> <p>* What is the capital of El Salvador?</p> <p>*What is the official language of El</p>	<p>*Discuss The bloody civil war which tore apart El Salvador.</p> <p>*Use technology to research and create a report about El Salvador.</p> <p>*Create power point.</p> <p>*Learn how to organize their information to</p>	<p>*Movies: Innocent Voices</p> <p>*Documental: El Salvador</p> <p>*Crossword puzzles.</p> <p>*Design travel guides.</p>	<ul style="list-style-type: none"> • Map • PowerPoint Presentation • Packet • Movie • www.incomplete.com 	<p>*Presentation</p> <p>*Homework</p> <p>*Oral</p> <p>*Exams</p> <p>*Quiz</p>

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		<p>Salvador?</p> <p>*Who is the leader of El Salvador and is his title?</p> <p>*What are the colors of the flag and what are their meanings?</p> <p>*What type of government does El Salvador have?</p> <p>*What are the major cities in El Salvador?</p> <p>*What comparisons can you make with El Salvador and USA on all the above questions topics?</p>	<p>structure their report.</p> <p>*Create a slide show of El Salvador..</p> <p>*Structure the information of El Salvador with texts and graphics for presentation.</p> <p>*Write biographies.</p> <p>*Locate El Salvador on the globe.</p> <p>*Identify the capital of El Salvador.</p> <p>*Identify the colors of the flag and explain the meaning of the colors of the flag.</p> <p>*Describe the type of government in El Salvador.</p>	<p>*Complete true or false work sheet.</p> <p>*Illustrates flags.</p> <p>*Power point.</p>	<ul style="list-style-type: none"> • www.google.com • www.cabovilla.com • www.edhelper.com 	
April	7.1	<p>*What happened in Argentina in 1976?</p> <p>*Where is Argentina Located?</p>	<p>*Discuss freedom of speech the expression liberty in Argentina in 1976.</p> <p>*Use technology to</p>	<p>*Movies: La noche de los lices. El secreto de tus ojos.</p>	<ul style="list-style-type: none"> • Map • PowerPoint Presentation • Packet 	<p>*Presentation</p> <p>*Homework</p> <p>*Oral</p> <p>*Exams</p>

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		<p>* What is the capital of Argentina?</p> <p>*What is the official language of Argentina?</p> <p>*Who is the leader of Argentina and is his title?</p> <p>*What are the colors of the flag and what are their meanings?</p> <p>*What type of government does Argentina have?</p> <p>*What are the major cities in Argentina?</p> <p>*What comparisons can you make with Argentina and USA on all the above questions topics?</p>	<p>research and create a report about Argentina.</p> <p>*Create power point.</p> <p>*Learn how to organize their information to structure their report.</p> <p>*Create a slide show of Argentina.</p> <p>*Structure the information of Argentina with texts and graphics for presentation.</p> <p>*Write biographies.</p> <p>*Locate Argentina on the globe.</p> <p>*Identify the capital of Argentina.</p> <p>*Identify the colors of the flag and explain the meaning of the colors of the flag.</p> <p>*Describe the type of</p>	<p>*Documental: Argentina</p> <p>*Crossword puzzles.</p> <p>*Design travel guides.</p> <p>*Complete true or false work sheet.</p> <p>*Illustrates flags.</p> <p>*Power point.</p>	<ul style="list-style-type: none"> • Movie • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<p>*Quiz</p>
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			government in Argentina.			
May	7.1	<p>*What is the effect of the Devil on people who work in the Bolivian Silver mines?</p> <p>*Where is Bolivia Located?</p> <p>* What is the capital of Bolivia?</p> <p>*What is the official language of Bolivia?</p> <p>*Who is the leader of Bolivia and is his title?</p> <p>*What are the colors of the flag and what are their meanings?</p> <p>*What type of government does Bolivia have?</p> <p>*What are the major cities in Bolivia?</p>	<p>*Discuss the extreme poverty and hunger in Bolivia and the importance of the Devil in the lives of the miners.</p> <p>*Use technology to research and create a report about Bolivia.</p> <p>*Create power point.</p> <p>*Learn how to organize their information to structure their report.</p> <p>*Create a slide show of Bolivia.</p> <p>*Structure the information of Bolivia with texts and graphics for presentation.</p> <p>*Write biographies.</p> <p>*Locate Bolivia on the globe.</p>	<p>*Documental: Devil’s miner Bolivia</p> <p>*Crossword puzzles.</p> <p>*Design travel guides.</p> <p>*Complete true or false work sheet.</p> <p>*Illustrates flags.</p> <p>*Power point.</p>	<ul style="list-style-type: none"> • Map • PowerPoint Presentation • Packet • Movie • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	<p>Presentation</p> <p>*Homework</p> <p>*Oral</p> <p>*Exams</p> <p>*Quiz</p>

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		*What comparisons can you make with Bolivia and USA on all the above questions topics?	*Identify the capital of Bolivia. *Identify the colors of the flag and explain the meaning of the colors of the flag. *Describe the type of government in Bolivia.			
June	7.1	*What is the definition of immigration? *What are some reasons people immigrate? *Why is America a popular destination for immigrants? *How has America changed as a result of immigration? *What are the differences between immigrate, emigrate and migrate?	*Develop an understanding of the concept of immigration. *Use real world examples as models for writing and oral history. *Relate migration patterns to economic, political and social factors. *Use graphs and facts to respond to several research-based questions and activities. *Compare and contrast immigration stories of the past with the present.	*Movies: Siete soles. *El viaje de Teo. *Crossword puzzles. *Complete true or false work sheet. *Power point.	<ul style="list-style-type: none"> • Map • PowerPoint Presentation • Packet • Movie • www.incomplete.com • www.google.com • www.cabovilla.com • www.edhelper.com 	Presentation *Homework *Oral *Exams *Quiz

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		<p>*What are some of the obstacles that an immigrant faces?</p> <p>*Who were some famous immigrants that made important contributions to America?</p> <p>*What are some of the differences that immigrants faced in the past compared with immigrants today?</p>	<p>*Create a power point.</p>			
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COMMON RUBRIC

Criteria					Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	—
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	—
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student use multiple different visuals and enhancements to reinforce screen text and presentation.	—
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	—
				Total---->	—

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SECTION III

NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on

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	topics studied in other content areas.
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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
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7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.

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7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .
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Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .

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SECTION IV

Resource and supplementary materials

- Movies
 1. Under the Same moon
 2. Mexico City
 3. Quinceañera
 4. Documental: Frida Kahlo and Diego Rivera
 5. In the time of the butterflies
 6. Documental: The Dominican Republic
 7. La lengua de las mariposas
 8. Pan's Labyrinth
 9. Documental: Spain
 10. Entre Nos
 11. Documental: Colombia
 12. Innocent Voices
 13. Documental: El Salvador
 14. La Noche de los lices
 15. El secreto de tus ojos
 16. Documental: Argentina
 17. Documental: Devil's miner Bolivia
 18. Siete Soles
 19. El viaje de Teo

- PowerPoint
 1. Mexico

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2. Dominican Republic
3. Spain
4. Colombia
5. El Salvador
6. Argentina
7. Bolivia
8. Immigration

- Maps

- Movie Packets

- Website

1. www.incomplete.com
2. www.google.com
3. www.cabovilla.com
4. www.edhelper.com

- Puzzle

1. Crossword Puzzle
2. Word search

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