

**Randolph Township Schools  
Randolph Middle School**

**Spanish for Native/Heritage Speakers II  
Curriculum**

*“To have another language is to possess a second soul”*  
–Charlemagne

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**Randolph Township Schools  
Department of World Languages  
Spanish for Native/Heritage Speakers II**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to state standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of World Languages**  
**Spanish for Native/Heritage Speakers II**

**Introduction**

“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” (New Jersey World Language Standards).

Spanish for Native/Heritage Speakers is designed specifically for native or heritage students who are proficient speakers of Spanish. The objective is to help students expand their current proficiency level in speaking and listening while developing their reading and writing skills in order to help them become biliterate. A central goal of the program is to instill a sense of pride in our students and in their heritage. Through the development of self-understanding and self-esteem, students will be better prepared to navigate a bicultural society.

Spanish for Native/Heritage Speakers II is the continuation of the work began in Spanish for Native/Heritage Speakers I. This course will enable students to expand and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the community. Students will continue to explore the cultures of the Hispanic world including their own as well as gain a better understanding of the nature of their own language. Spanish for Native/Heritage Speakers II prepares students for Spanish for Native/Heritage Speakers III.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Spanish for Native/Heritage Speakers II**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>9 weeks</b>	<b>I</b>	<b>Interpersonal Relationships</b>
<b>9 weeks</b>	<b>II</b>	<b>Legends and Fables</b>
<b>9 weeks</b>	<b>III</b>	<b>Families and Communities</b>
<b>9 weeks</b>	<b>IV</b>	<b>Science and Technology</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers II**  
**Unit I: Interpersonal Relationships**

<p><b>STANDARDS / GOALS:</b>  The intermediate high language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently.</p> <p><b>Interpretive:</b>  7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>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.</p> <p>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.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.6 Analyze and critique readings from culturally authentic materials.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Building relationships can be a challenging yet rewarding experience.	<ul style="list-style-type: none"> <li>How do our personality traits make us compatible or incompatible in a relationship?</li> </ul>
	Our experiences mold our personalities and affect how we live our lives.	<ul style="list-style-type: none"> <li>How do our experiences influence our lives?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Personality traits is a group of characteristics that distinguishes an individual.</p> <p>They can choose to be happy or unhappy in how they handle life's circumstances.</p> <p>Positive personality traits and an optimistic attitude are central to a happy life and to having successful relationships.</p>	<p><b>Students will be able to:</b></p> <p>Express their personal opinions about their ideal personality.</p> <p>Interpret and comprehend the short film, <i>Diez Minutos</i>, by answering questions individually or in groups followed by full class discussion.</p> <p>Discuss the underlying components of happiness in a small group.</p> <p>Generate a list of personality traits essential to a happy life.</p> <p>Debate which personality traits are essential for compatible relationships.</p> <p>Draw or depict their ideal best friend and orally describe him/her to the class.</p> <p>Read and have a class discussion on the article, <i>Las cuatro formulas cientificas de la felicidad</i>.</p>

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b>  7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>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.</p> <p>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.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentation:</b>  7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.</p> <p>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).</p>	<p>It is important to analyze a character through words, thoughts, and their interaction with other characters in a story.</p> <p>Relationships, rules and responsibilities, change over time.</p> <p>Sexism and machismo exist in varying degrees around the world.</p> <p>Sexism and machismo have a strong presence in Latin America.</p> <p>Women's rights vary depending on the country and its values and traditions.</p>	<p>Interview a classmate and compare and contrast key components for happiness and present to the class.</p> <p>Write recipes for happiness.</p> <p>Present the recipes for happiness to the class.</p> <p>Identify, comprehend, and apply vocabulary/ useful expressions related to the fable, <i>El caballo y el asno</i>, by retelling the story.</p> <p>Interpret the fable, <i>El caballo y el asno</i>, and discuss their points of view.</p> <p>Summarize the main ideas from the fable, <i>El caballo y el asno</i>.</p> <p>Discuss the characteristics of the main characters; how they interact with each other, and their persona.</p> <p>Compare and contrast the lives of the characters.</p> <p>Demonstrate self-awareness of current and future responsibilities.</p> <p>Interpret the meanings of sexism and machismo.</p> <p>Debate the role of women and men/girls and boys in society.</p> <p>Interpret an article on the presence of sexism and machismo in Latin America.</p> <p>Compare and contrast how (or if) sexism/machismo exists in their own lives or in the media.</p> <p>Debate whether women and men should have equal rights.</p>
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and compare these perspectives with those of one's own culture.		<p>Create a short skit showing machismo then re-enacting it without machismo.</p> <p>Discuss the differences and how they felt watching skits on the subject of machismo.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Listening to an authentic text, i.e. an author's interview, and answering related questions. ( <i>interpretative listening</i> )</li> <li>• Having a conversation in small groups where they will identify the main ideas from an authentic reading. ( <i>interpretive reading &amp; interpersonal</i> )</li> <li>• Presenting a skit to the class about situations that make them happy or unhappy and why. ( <i>presentational speaking</i> )</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Writing portfolios</li> <li>• Reflective journals</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Group work</li> <li>• Debates</li> <li>• Jigsaw activities</li> <li>• Self-assessment / peer assessment</li> <li>• Shared reading and writing</li> <li>• Presentations</li> <li>• Independent reading / writing</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers II**  
**Unit I: Interpersonal Relationships**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>9 Weeks</b>	<b>Unit 1: Interpersonal Relationships</b> <ul style="list-style-type: none"> <li>• Personal traits</li> <li>• Happiness</li> <li>• Social relationships</li> <li>• Gender roles - “El Machismo”</li> <li>• Women’s rights</li> </ul>	<b>Suggested Resources:</b> <i>El Niño Raíz</i> (Kitty Crowther) <i>La familia de Hugo</i> (Fuencisla del Amo) <i>Diez Minutos</i> film <i>El caballo y el asno</i> fable <i>Las cuatro formulas científicas de la felicidad</i>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers II**  
**Unit II: Legends and Fables**

<p><b>STANDARDS / GOALS:</b>  The intermediate high language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently.</p> <p><b>Interpretive:</b>  7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>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.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.6 Analyze and critique readings from culturally authentic materials.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b></p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Understanding the legends of a particular society helps one understand and relate to that society's culture and history.	<ul style="list-style-type: none"> <li>In what ways do myths illustrate the belief systems and customs of the cultures that create them?</li> </ul>
	Stories, fables, myths, and legends are used to entertain and as a teaching tool.	<ul style="list-style-type: none"> <li>Why do we tell stories?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Legends are often created when ordinary people behave in extraordinary ways.</p> <p>A good strategy to aid with reading comprehension is to use context clues, visuals, and previously learned material to understand a story.</p> <p>Myths, legends, fables, and popular stories are all different types of literature and all have a purpose.</p> <p>Since the beginning of time, adults have used fables to educate children about what is right and wrong, good and bad, safe and unsafe.</p> <p>Fables are stories meant to teach a lesson.</p>	<p><b>Students will be able to:</b></p> <p>Describe talented story tellers and their stories.</p> <p>Read a legend or a myth, monitoring reading using context clues.</p> <p>Compare and contrast myths, legends, fables, and popular stories from a variety of countries and cultures.</p> <p>Analyze and identify cause and effect in a story.</p> <p>Read with a critical lens and identify themes that exist in the realm of stories, fables, myths, and legends.</p> <p>Recognize metaphorical elements in stories, by focusing on the characters' struggles.</p> <p>Write short fables and have the class determine the moral/lesson of the fables.</p>

<p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>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.</p> <p>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.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentation:</b></p> <p>7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.</p> <p>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.</p>	<p>Folklore can reveal some of the values and beliefs of a culture.</p> <p>The theme of a story is the underlying or overall message of that story.</p> <p>Stories shared from other cultures define, identify and help build relationships among people.</p> <p>Stories teach lessons about social norms and appropriate behavior to help individuals understand and accept norms in those cultures.</p> <p>Stories, legends, and fables allow individuals to connect and gain appreciation of the language and customs of the target culture.</p>	<p>Research a fable from their native country or another country.</p> <p>Express how the author's message, lesson, or moral connect to their own lives.</p> <p>Write essays about their beliefs and values.</p> <p>Interpret the stories, <i>Los pájaros no tienen fronteras</i>, <i>La Leyenda del domingo siete</i> and <i>La Hierba Mate</i>.</p> <p>Identify the themes or central ideas of a text.</p> <p>Recognize and interpret examples of figurative language and meaning.</p> <p>Distinguish the cultural values reflected in stories, legends, tales and/or myths.</p> <p>Analyze and comprehend the messages included in myths, legends, fables, and popular stories.</p> <p>Listen to and understand the main idea stories.</p> <p>Orally summarize the main idea of a story in small groups.</p> <p>Research legends and orally present them to the class to discuss their findings.</p> <p>Role-play/perform a scene from a myth or legend for the class.</p> <p>Research a country of choice and integrate that knowledge with folklore from the same country.</p> <p>Compare and contrast literary works, periods, themes, genres, and literary elements.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Reading an authentic article and answering related questions. (*interpretive reading*)
- Creating illustrations to accompany a story, description or sequence of events and sharing in small groups. (*interpersonal*)
- Reading a fable and explaining to the class the moral message of the reading. (*interpretive reading & presentational speaking*)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Class discussions
- Writing portfolios
- Reflective journals
- Authentic readings
- Listening activities
- Group work
- Debates
- Jigsaw activities
- Self-assessment / peer assessment
- Shared reading and writing
- Presentations
- Independent reading / writing

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers II**  
**Unit II: Legends and Fables**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>9 Weeks</b>	<b>Unit 2: Legends and Fables</b> <ul style="list-style-type: none"> <li>• Literary elements: myths, folk stories, and fables</li> <li>• Fairytales</li> <li>• Childhood fantasy</li> </ul>	<b>Suggested Resources:</b> <i>Los pájaros no tienen fronteras</i> , Edna Iturralde <i>La Leyenda del domingo</i> <i>La Hierba Mate</i> , Karla Lorenzo

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers II**  
**Unit III: Families and Communities**

<p><b>STANDARDS / GOALS:</b>  The intermediate high language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently.</p> <p><b>Interpretive:</b>  7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>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.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.6 Analyze and critique readings from culturally authentic materials.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b></p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The composition of the family structure may vary among cultures and change over time.	<ul style="list-style-type: none"> <li>What constitutes a family in different societies?</li> </ul>
	Communities and a sense of belonging play an important role in different societies.	<ul style="list-style-type: none"> <li>How does the role that families and communities assume differ in societies around the world?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Familial roles are often conveyed through literature and have evolved over time.</p> <p>There are similarities and differences in family relationships in the U.S. as compared to their home countries or heritage.</p> <p>Traditional family relationships and structures differ by culture.</p> <p>The definition of a “typical family” in target countries is influenced by many factors, in particular culture.</p>	<p><b>Students will be able to:</b></p> <p>Listen to poetry, read nonfiction articles, and read fictional short stories in order to compare and contrast perspectives of different people on similar topics and themes.</p> <p>Compare and contrast family structures and customs in other countries to their own.</p> <p>Analyze and critique some cultural practices of families in target language countries.</p> <p>Interpret a video clip about a “typical family” from a Hispanic/Latino culture.</p> <p>Examine how a “typical family” in a Hispanic/Latino culture compares to their own.</p> <p>Write brief emails about their family or an imaginary family.</p>

<p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>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.</p> <p>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.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentational</b></p> <p>7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.</p> <p>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.</p>	<p>One factor that molds a child's character and personality is the affection or lack of affection he/she receives at home.</p> <p>The life and dignity of every person must be respected and protected at every stage and in every condition.</p> <p>Cultural perspectives, practices, and products influence different heritage groups in the US.</p> <p>People immigrate for different and personal reasons.</p>	<p>Describe what they perceive to be traditional behavior between parents and children.</p> <p>Differentiate parent's responsibilities and obligations to their children.</p> <p>Evaluate different factors that influence the lives of today's youth.</p> <p>Examine advantages and disadvantages of living in a small town versus a large town.</p> <p>Interpret and explain the author's point of view.</p> <p>Analyze what parents expect from their children, how they support them and their morals.</p> <p>Compare and contrast a student's life with older relative's lives.</p> <p>Research Latin American figures and analyze how they have impacted the lives of their people.</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature.</p> <p>Write an essay comparing and contrasting the values of the characters from the stories read in class.</p> <p>Talk about the reasons why people decide to move to another country.</p> <p>Contemplate the positive and negative impact of moving to a different country.</p> <p>Share their experiences about living in the US or their home countries in small groups or through journal writing.</p>
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<p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>The choices people make about where they live and how they choose to live their lives have lasting consequences.</p>	<p>State problems affecting Latinos in the US and recommend possible solutions.</p> <p>Exchange opinions on current or past events affecting Latinos in the United States.</p> <p>Examine biographies of well-known Latinos that have migrated to this country. (i.e.: sports players, artists, and other professionals) and identify, analyze, and evaluate different factors that played an important role when leaving their home countries.</p> <p>Analyze various texts and explain how and why the past experiences of different groups of Latinos in the United States have shaped their perspectives.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading fictional short stories, identifying vocabulary, and answering open-ended questions. (<i>interpretive reading</i>)</li> <li>• Having a conversation with a classmate to find information about each other's family traditions. Students will record their conversations. (<i>interpersonal</i>)</li> <li>• Creating a presentation about a famous Spanish figure and explaining how they have influenced their own culture. (<i>presentational writing &amp; speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Class discussions in response to a variety of stimuli</li> <li>• Graphic organizers</li> <li>• Writing portfolios</li> <li>• Reflective journals</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Group work</li> <li>• Debates</li> <li>• Jigsaw activities</li> <li>• Self-assessment / peer assessment</li> <li>• Shared reading and writing</li> <li>• Presentations</li> <li>• Independent reading / writing</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers II**  
**Unit III: Families and Communities**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>Unit 3: Families and Communities</b> <ul style="list-style-type: none"> <li>• Customs and values</li> <li>• Educational communities</li> <li>• Family structure</li> <li>• Global citizenship</li> <li>• Human geography</li> <li>• Family relationship</li> </ul>	<b>Suggested Resources:</b> <i>Cómo las hermanas García perdieron su acento</i> , Julia Alvarez (novel) <i>Mas allá de mí</i> , Francisco Jiménez (novel) <i>Un oso y un amor</i> , Sabine Ulibarri (short story) <i>Yo voy soñando caminos</i> , Antonio Machado (poem) <i>Esperanza Renace</i> , Pam Munoz Ryan (novel)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers II**  
**Unit IV: Science and Technology**

<p><b>STANDARDS / GOALS:</b>  Intermediate high speakers are able to converse with ease and confidence when dealing with the routine task and social situations of the intermediate level. Able to handle successfully uncomplicated tasks and social situations requiring an exchange of basis information related to work, school, recreation, particular interest, and areas of competence.</p> <p><b>Interpretive:</b>  7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>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.</p> <p>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.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.6 Analyze and critique readings from culturally authentic materials.</p>	<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p>		<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p>	
	<p>Scientific and technological developments have greatly impacted those living in industrialized societies.</p> <p>Progress is defined by cultural interpretation.</p>		<ul style="list-style-type: none"> <li>• How do developments in science and technology affect our lives?</li> <li>• How do different cultures determine what is progress?</li> </ul>	
	<p style="text-align: center;"><b>KNOWLEDGE</b></p>		<p style="text-align: center;"><b>SKILLS</b></p>	
	<p><b>Students will know:</b></p> <p>Significant changes in the workplace and in education are the result of new and advanced technology.</p> <p>The lack of technological progress in the Spanish-speaking world has led to many people feeling left behind from other more technologically advanced cultures.</p> <p>Being proud, working hard, and having the confidence of success is instrumental in helping achieve ones' dreams.</p>		<p><b>Students will be able to:</b></p> <p>State the rapid growth of technology and what can be done to keep up with it.</p> <p>Compare and contrast the rate of change and people's attitude toward technological advancement in the United States with a Latin American country.</p> <p>Evaluate how cultural practices and perspectives affect technological progress in the Spanish-speaking world.</p> <p>Create slogans that identify their proposals for technological changes that will improve their lives.</p> <p>Research and identify famous scientists from Latin American countries.</p> <p>Participate in a class discussion about the importance of Hispanic youth being persistent in continuing and completing their education in order to meet their goals.</p>	

<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b></p> <p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>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.</p> <p>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.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentational</b></p> <p>7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>A digital native is someone who has grown-up with technology as a normal part of his or her everyday life. A digital immigrant is someone who had to learn to use new technologies because they did not exist when they were younger.</p> <p>The level of importance we give to technology is decided by many factors including our ease and comfort level with it and how integrated it is within our lives.</p>	<p>Evaluate expressive products (stories, songs, and works of art) of the Spanish-speaking world that reflect the impact of technology.</p> <p>Hypothesize about views and attitudes regarding the impact of technology in the Spanish-speaking world.</p> <p>Theorize why differences exist between attitudes towards technology in the Spanish-speaking world and the United States.</p> <p>Evaluate views and attitudes regarding the impact of technology with the younger versus the older generation.</p> <p>Interview family at home to find out how technology has changed during the course of their lives or how it has changed their lives for the better or worse.</p> <p>Evaluate their findings on how technology has evolved and changed people's lives by writing an essay or through an oral presentation.</p> <p>Generate graphic organizers comparing and contrasting the differences between digital natives and digital immigrants on how they perceive the importance of technology.</p> <p>Debate issues related to the impact of technology on various fields such as education, transportation, government, and various professions.</p> <p>Organize and share presentations that depict their vision of the impact of technology on the future.</p>
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<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.</p> <p>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.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading an article about the differences between digital natives and digital immigrants and presenting their findings. (<i>interpretive reading &amp; presentational speaking</i>)</li> <li>• Creating a dialogue about topics related to technology today. (<i>interpersonal</i>)</li> <li>• Presenting the differences of technology use in Latin America and the United States. (<i>presentational writing &amp; speaking</i>)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Class discussions in response to a variety of stimuli</li> <li>• Graphic organizers</li> <li>• Writing portfolios</li> <li>• Reflective journals</li> <li>• Authentic readings</li> <li>• Listening activities</li> <li>• Group work</li> <li>• Debates</li> <li>• Jigsaw activities</li> <li>• Self-assessment / peer assessment</li> <li>• Shared reading and writing</li> <li>• Presentations</li> <li>• Independent reading / writing</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers II**  
**Unit IV: Science and Technology**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>Unit 4: Science and Technology</b> <ul style="list-style-type: none"> <li>• Science</li> <li>• Technology</li> <li>• Ethics</li> <li>• Challenges</li> </ul>	<b>Suggested Resources:</b> Non-Fiction and online current technological articles- <a href="http://www.infotechnology.com">www.infotechnology.com</a> <i>Cuando era Puertorriqueña</i> , Esmeralda Santiago Infographic: <i>Nativos, Inmigrantes, Analfabetos Digitales</i> - see pages 38-41 under appendix D

## **APPENDIX A**

### **ACTFL Proficiency Guidelines 2012 – Intermediate High Learners**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

#### **SPEAKING:**

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

#### **WRITING:**

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

**LISTENING:**

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

**READING:**

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.

These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.



## APPENDIX B

### New Jersey World Language Standards

**INTERMEDIATE-HIGH:** The [Intermediate-High](#) language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs [independently](#) to:

<b>Interpretive</b>	<b>Analyze written and oral text.</b> <b>Synthesize written and oral text.</b> <b>Identify most supporting details in written and oral text.</b> <b>Infer meaning of unfamiliar words in new contexts.</b> <b>Infer and interpret author's intent.</b> <b>Identify some cultural <a href="#">perspectives</a>.</b> <b>Identify the organizing principle in written and oral text.</b>
7.1.IH.A.1	Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.
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.
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.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
<b>Interpersonal</b>	<b>Infer meaning of unfamiliar words in new contexts.</b> <b>Identify some cultural <a href="#">perspectives</a>.</b> <b>Narrate and describe across a wide-range of topics.</b> <b>Compare and contrast.</b> <b>Offer and support opinions.</b> <b>Persuade someone to change a point of view.</b> <b>Make and change plans.</b> <b>Offer advice.</b> <b>Handle a situation with a complication.</b>
7.1.IH.B.1	Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
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.
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.

7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.
<b>Presentational</b>	<b>Synthesize written and oral text.</b> <b>Identify some cultural <a href="#">perspectives</a>.</b> <b>Narrate and describe across a wide-range of topics.</b> <b>Compare and contrast.</b> <b>Offer and support opinions.</b> <b>Persuade someone to change a point of view.</b> <b>Offer advice.</b>
7.1.IH.C.1	Explain and compare how a cultural <a href="#">perspective</a> led to the development of a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one's own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a> .
7.1.IH.C.5	Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**APPENDIX C**  
*Standards for Foreign Language Learning in the 21st Century, 1999 &  
Standards for Foreign Language Learning: Preparing for the 21st Century, 1996*  
**National Standards in Foreign Language Education**

**The 5 C's**

**Communication, Culture, Connections, Comparisons, Communities**

Standards-based world languages education and the New Jersey standards reflect the themes in the *Standards for Foreign Language Learning in the 21st Century* (1999), known as "The Five Cs." These standards describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom.

**Communication**

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

**Cultures**

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

**Connections**

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

**Comparisons**

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

**Communities**

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.



<http://globalteachinglearning.com/standards/5cs.shtml>

## APPENDIX D

### Resources

#### Teacher Resources:

Center for Language Education and Research: <http://clear.msu.edu/clear/>  
Toni Theisen Wiki Page: <http://tonitheisen.wikispaces.com/>  
NJ DOE model world language curriculum: <http://www.state.nj.us/education/modelcurriculum/>  
NJ World Language Standards: <http://www.state.nj.us/education/cccs/2014/wl/>  
Teacher Effectiveness for Language Learning: <http://www.tellproject.org/>  
The International Journal of Foreign Language Teaching: <http://www.ijflt.org/index.php/home>  
World Language Assessment: <http://wimedialab.org/worldlanguageassessment/Video.htm>  
Foreign Language Educators of New Jersey: <http://flenj.org/>  
American Council on the Teaching of World Languages: <https://www.actfl.org/>  
American Association of Teachers of French: <https://www.frenchteachers.org/>  
American Association of Teachers of Spanish and Portuguese: <http://www.aatsp.org/>  
American Association of Teachers of Chinese: <http://clta-us.org>  
The Comprehensible Classroom: <https://martinabex.com/>  
TPRS and Comprehensible Input Training: <http://www.benslavic.com/tprs-resources.html>  
Great Story Reading Project: <http://storiesfirst.org/greatstoryreadingproject/>  
Embedded Reading: <https://embeddedreading.com/>  
[www.pinterest.com](http://www.pinterest.com)  
[www.twitter.com](http://www.twitter.com)  
[www.facebook.com](http://www.facebook.com)

#### General Language Resources:

[http://www.westerwelle.net/conversion\\_table.htm](http://www.westerwelle.net/conversion_table.htm) (Measurement conversion)  
<http://wes.org/gradeconversionguide/> (International Grade Conversion Guide For Higher Education)  
[www.getkahoot.com](http://www.getkahoot.com)  
<https://www.duolingo.com/>  
<http://www.language-gym.com/#/>  
<http://en.childrenslibrary.org/> (online books in many languages)  
<http://www.thefrenchexperiment.com/stories/> (children's stories with audio)  
<http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola> (Edutopia)  
<https://worldlangsources.wikispaces.com/WL+Tech+Tools> (All WL Resources)  
<http://www.livebinders.com/play/play?id=693296> (Spanish & World Languages Teaching Resources: A digital Library)  
<http://www.miscositas.com> (Mis Cositas)  
<http://www.bbc.co.uk/languages/>

<http://www.hello-world.com/>  
<http://www.uni.edu/becker/>  
[www.storybird.com](http://www.storybird.com)  
[www.k7.net](http://www.k7.net)  
[www.socrative.com](http://www.socrative.com)  
[www.polleverywhere.com](http://www.polleverywhere.com)  
[www.surveymonkey.com](http://www.surveymonkey.com)  
<https://plickers.com/>  
<https://www.zaption.com/>  
[www.wordreference.com](http://www.wordreference.com)  
<http://www.teachertube.com/>  
[www.tunein.com](http://www.tunein.com)  
<https://www.youtube.com/playlist?list=PLAA60F7F6F4451876>  
<https://toontastic.withgoogle.com/>

*Spanish Resources:*

<http://www.childrensbooksforever.com/childrenpages/Spanish.html> (children's books in PDF)  
<http://www.aprenderespanol.org> (Video comic series/ Readings/ Grammar videos/ Vocabulary videos)  
<http://www.senorjordan.com/> (Sr. Jordan Videos – Available on Youtube)  
<http://personal.colby.edu/~bknelson/SLC/index.html> (Barbara K. Nelson: Cultural Videos/ Readings/ Grammar)  
<http://www.celebratelanguages.com/esextra.html> (Videonovelas with activities)  
<http://www.elhuevodechocolate.com/index.html> ( Multitude of Resources: Authentic/ Reading/ Theatre)  
<https://srtanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/> (Srta Rodriguez)  
<http://oflaslo.weebly.com/uploads/1/9/5/2/19527349/wl-spanishresources-weeb-combined3.docx> (WL Spanish resources)  
<http://misclaseslocas.blogspot.com/p/in-honor-of-my-100th-post-have-put.html> (100 Resources for the Spanish Teacher)  
<https://spanishplans.org/> (Recursos para profesores de español)  
<http://www.drlemon.com/Grammar/basics.html> (Dr. Lemon: Vocabulary/Grammar)  
<https://rockalingua.com/videos> (Music Based Spanish Learning)  
<http://www.gpb.org/salsa/term/episode> (Video lessons-Young Children)  
<http://www.lightsspeedspanish.co.uk/> (Culture/ Videos/ Podcasts/ Activities)  
<https://quizlet.com/subject/spanish/>  
<http://www.bbc.co.uk/schools/gcsebitesize/spanish/> (listening activities)  
<http://www.thespanishexperiment.com/stories>

## Está de **Buenísimo!**

Si...

**30**  
MILLONES

De Americanos han practicado la meditación regularmente y si Oprah y los Marines Norteamericanos también la practican, entonces tiene que haber algo bueno en ello...

## Incrementa tu **Vida Social**



Pensaste que la meditación era algo solitario? Piénsalo nuevamente!

Las investigaciones\* muestran que la MEDITACION:

- Incrementa las conexiones sociales
- Reduce la soledad

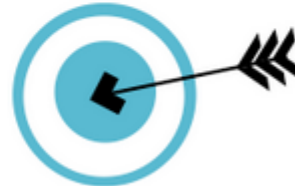
## Incrementa tu **Felicidad y tu Salud**



Las investigaciones\* muestran que la MEDITACION:

- Incrementa las emociones positivas
- Incrementa la satisfacción en tu vida
- Estimula tu sistema inmunológico
- Disminuye tus dolores
- Disminuye las inflamaciones

## Te hace **Súper Enfocado**

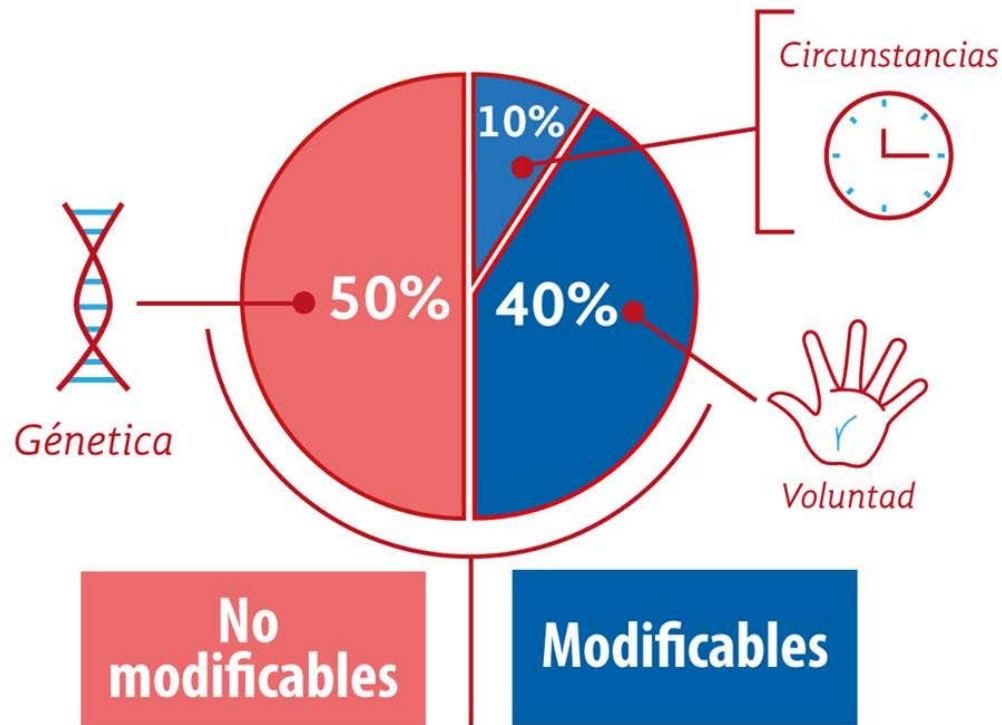


Las investigaciones\* muestran que la MEDITACION:

- Incrementa la memoria
- Mejora la atención



# La Felicidad depende de



DE VEZ **EN** CUANDO  
ES BUENO HACER UNA  
> **PAUSA** <  
EN NUESTRA BÚSQUEDA  
DE LA FELICIDAD  
Y **SIMPLEMENTE SER FELIZ**

MAGENTA POWER



A cartoon scientist with brown hair, wearing a white lab coat and blue safety goggles. He is holding a test tube with a yellow flame at the bottom and pouring its contents into a beaker. In the background, there are several bottles with colored liquids (orange, blue, red, purple) and a heart-shaped flask with a chemical structure.

**FÓRMULA DE LA FELICIDAD**

**ELEMENTOS:**  
Corazón - Voluntad - Ilusión - Amor -  
Abrazos - Besos - Cariño - Sonrisas -  
Alegria.

**COMPOSICIÓN:**  
Renueve su corazón, ponga voluntad e  
Ilusión: de amor, abrazos, besos, Cariño,  
sonrisas y alegría. Hágalo diariamente en  
porciones generosas y abundantes.

$$\frac{\div + \text{CANTIDAD}}{+ \text{FELICIDAD}}$$

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www.gusanito.com

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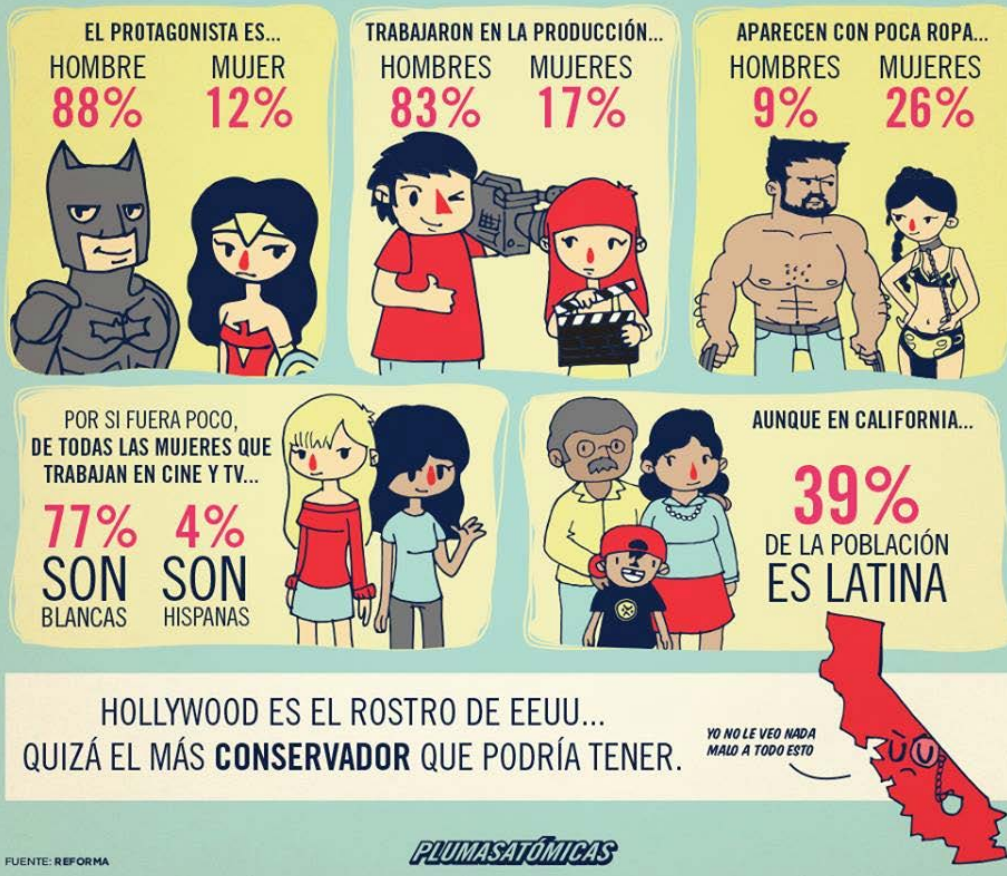
# CAUSAS DEL MACHISMO:

- Leyes discriminatorias hacia la mujer.
- Necesidad del permiso del varón para realizar actividades económicas.
- División sexista del trabajo, por el cual se prefieren a otros hombres en puestos decisorios.
- Los medios de comunicación y la publicidad sexista.



# EL MACHISMO DE HOLLYWOOD EN NÚMEROS

UN ANÁLISIS DE LAS PELÍCULAS DE **HOLLYWOOD**, EN 2014 MOSTRÓ QUE:



# ¿Sabías qué en la familia es donde se conforman los valores que determinan el desarrollo de las personas?

En la familia se aprende el respeto, la responsabilidad, la confianza, la justicia, la lealtad, etc., por medio de la práctica en casa y las relaciones que se establecen entre todos los miembros que la conforman.



## Participa en el taller "Las familias: espacios idóneos para promover la Cultura de la Legalidad"

**Dirigido a padres y madres**

- Reflexiona sobre qué pasa en tu familia
- Identifica qué cosas contribuyen a una buena convivencia y compártelas con otras personas
- Reconoce qué cosas no favorecen la construcción de un ambiente cordial, y por lo tanto afectan a cada uno de los miembros de la familia, principalmente a las niñas y niños

**El taller está conformado por tres apartados:**

- La familia como referente normativo.
- Los estilos de crianza.
- La Cultura de la Legalidad y la familia como micro Estado democrático de derecho.

**MUCD**  
www.mucd.org.mx  
www.culturadelalegalidad.org.mx

Te invitamos a conocer los resultados obtenidos hasta ahora en:  
<http://ow.ly/zKP4G>

Coordinación de Cultura de la Legalidad en el Sector Escolar  
[escolar@culturadelalegalidad.org.mx](mailto:escolar@culturadelalegalidad.org.mx)  
(0155) 55156759 ext. 115



## Diferentes tipos de

# FAMILIAS MEXICANAS

La conformación familiar en el país es muy variada, ya que además de los hogares tradicionales de mamá, papá e hijos, existen **otros** como las de **parejas del mismo sexo, o padres solteros**. Aquí presentamos las principales clasificaciones



**Hombres**  
en **77%**  
de los casos

Actualmente existen en México  
**30.2 millones**  
de familias

**Mujeres**  
en **23%**  
de los casos



Los **JEFES DE LA CASA** son:



Fuente:  
Secretaría de Desarrollo Social  
(Sedeso), Consejo Nacional de  
Población (Conapo), Instituto  
Nacional de Estadística y Geografía  
(INEGI), Instituto de Investigaciones  
Sociales de la UNAM, El Colegio de  
México (Colmex)

Investigación  
y Redacción:  
Mónica I. Fuentes  
Pacheco

Diseño y  
Arte Digital:  
Juan Hernández  
López

Del total de hogares en el país:



**70.9%**  
Son nucleares  
(Padres e hijo(s))



**26.6%**  
Son ampliadas  
(Nuclear + otros  
parientes)

**1.5%**  
Son compuestas  
(Nuclear o ampliado  
+ personas sin parentesco)



**15.4%**  
Son familias  
monoparentales  
(de un solo padre)



Las mujeres  
dirigen el **84%**



Los hombres  
dirigen el **16%**

## FAMILIAS GAY EN EL PAÍS



**250 mil**  
Son nucleares  
(Padres e hijo(s))

lo que se traduce en



**0.90%** del total  
de hogares en el país

De éstas



**172 mil** tienen hijos  
Las más comunes son las  
parejas de mujeres

★ no hay cifras exactas

15 de mayo

## DÍA INTERNACIONAL DE LA FAMILIA

Desde hace 19 años, la ONU establece la festividad como  
reflexionar sobre la importancia de la familia en el desarrollo  
pleno del ser humano. La familia es y seguirá siendo la unidad  
básica en todas las sociedades. Es responsabilidad de los  
gobiernos e instituciones, fomentar políticas que ayuden a  
resolver sus problemas cotidianos



### ¿QUE ES LA FAMILIA?

Son las personas con las que se nace,  
crece y se mantiene protección y  
apoyo desde la más tierna infancia.  
Se tienen vínculos de solidaridad  
y de afecto.

### HOGARES FAMILIARES EN EL PAÍS

**30.2 millones\***

\* Datos del Censo 2010

### TIPOS DE FAMILIAS

Nucleares  
(padres e hijos)



Mononucleares  
(alguna de los padres  
e hijos)



Ampliadas  
(nucleares y  
otros familiares)



Compuestas  
(nucleares, familiares y  
otros en parentesco)



**90.5%**  
del total de hogares  
son familiares



**26.6%**  
Son familiares  
nucleares y mononucleares



**Integrantes en promedio**  
**4.1**



**JEE DE FAMILIA**  
**32%** **68%**



### LAS FAMILIAS EN EL MUNDO

**África central**  
Fuerza de trabajo y familia  
centralizada, con muchos  
hijos y muchos abuelos.  
La familia es el centro de la  
vida y la protección de los  
miembros de la familia es  
una prioridad.



**Países occidentales**  
En la zona más desarrollada  
del mundo, con muchos  
hijos y muchos abuelos.  
La familia es el centro de la  
vida y la protección de los  
miembros de la familia es  
una prioridad.



**Países musulmanes**  
Religión que no permite  
divorcio y muchos hijos.  
La familia es el centro de la  
vida y la protección de los  
miembros de la familia es  
una prioridad.



**África oriental**  
En esta zona se vive en  
familias muy grandes.  
La familia es el centro de la  
vida y la protección de los  
miembros de la familia es  
una prioridad.



### CARENCIAS DIFERENTES

Familias del tercer mundo  
ABC Educación  
Deficiente salud  
Deficiente alimentación  
Deficiente vivienda

Familias de países desarrollados  
Deficiente integración  
Deficiente educación  
Deficiente vivienda  
Deficiente alimentación

Objetivos  
Crear conciencia de las condiciones  
relacionadas con la familia  
Mejorar la capacidad institucional de  
las organizaciones, respecto a la familia

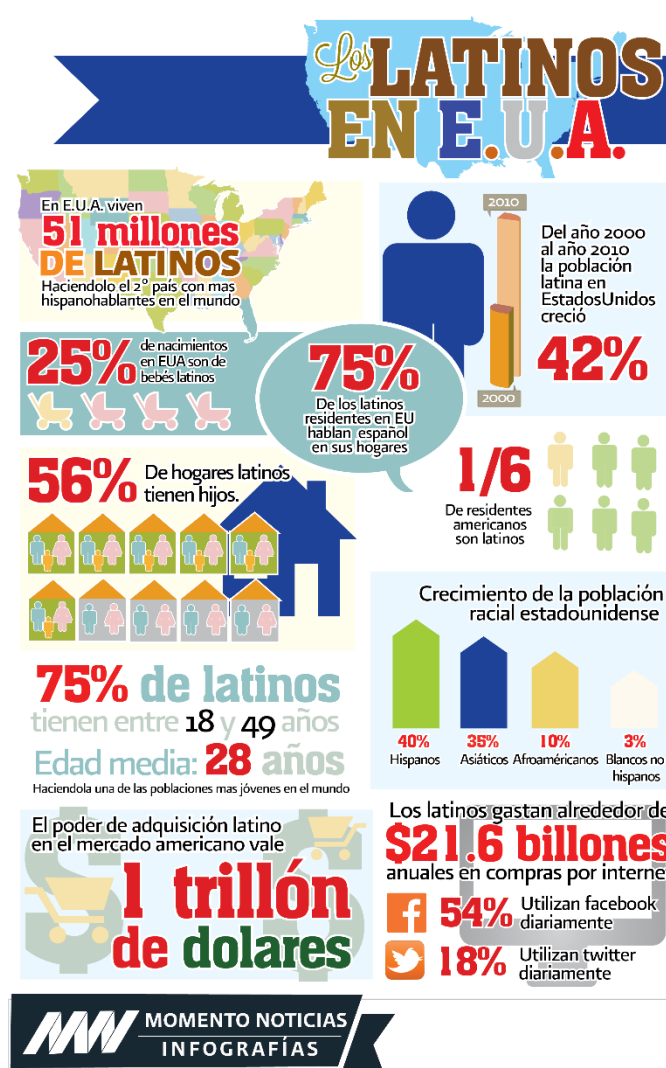
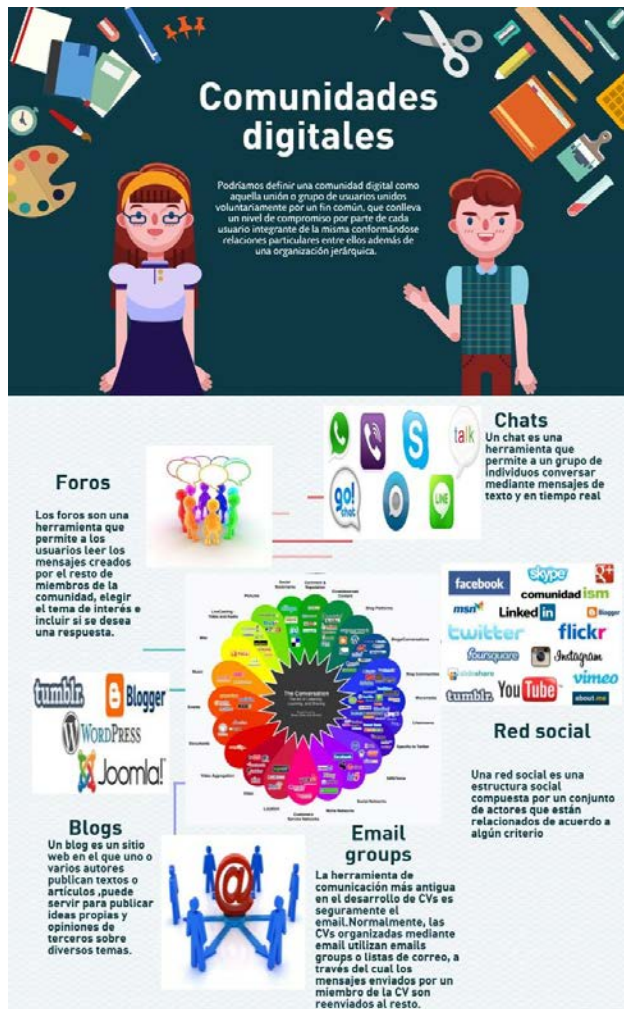
Actividades  
Conferencias  
Programas de radio y televisión  
Actividades educativas  
Programas culturales

### LA CELEBRACIÓN

Tema 2013  
"Promover la  
integración social  
y la solidaridad  
intergeneracional"

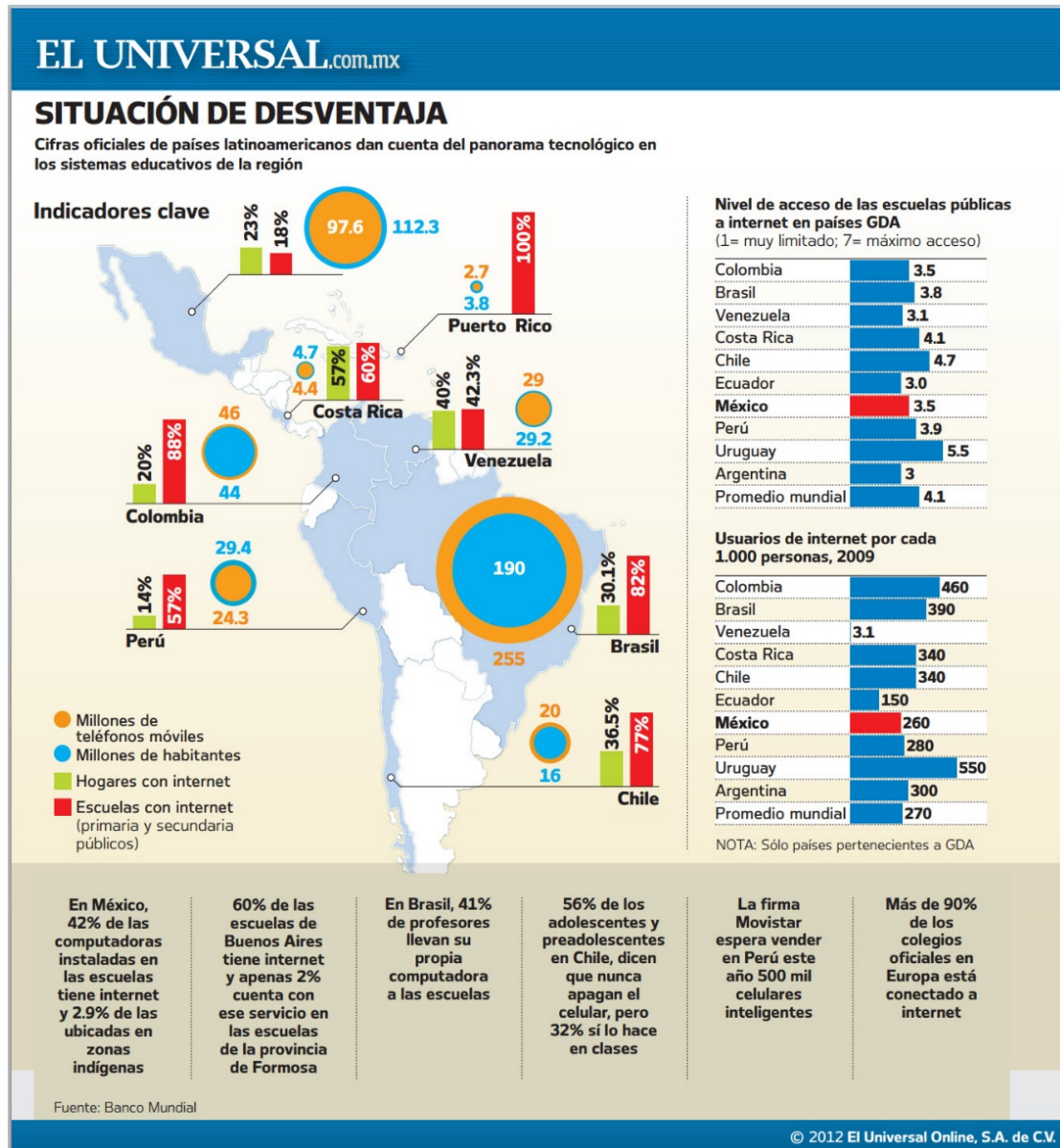
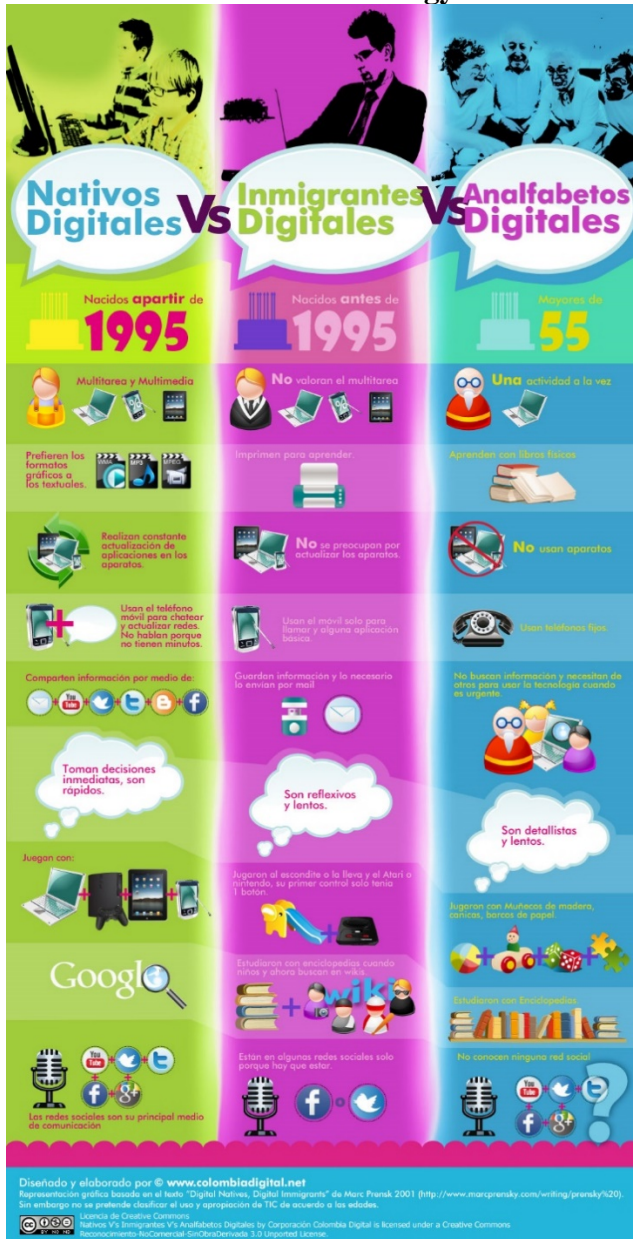


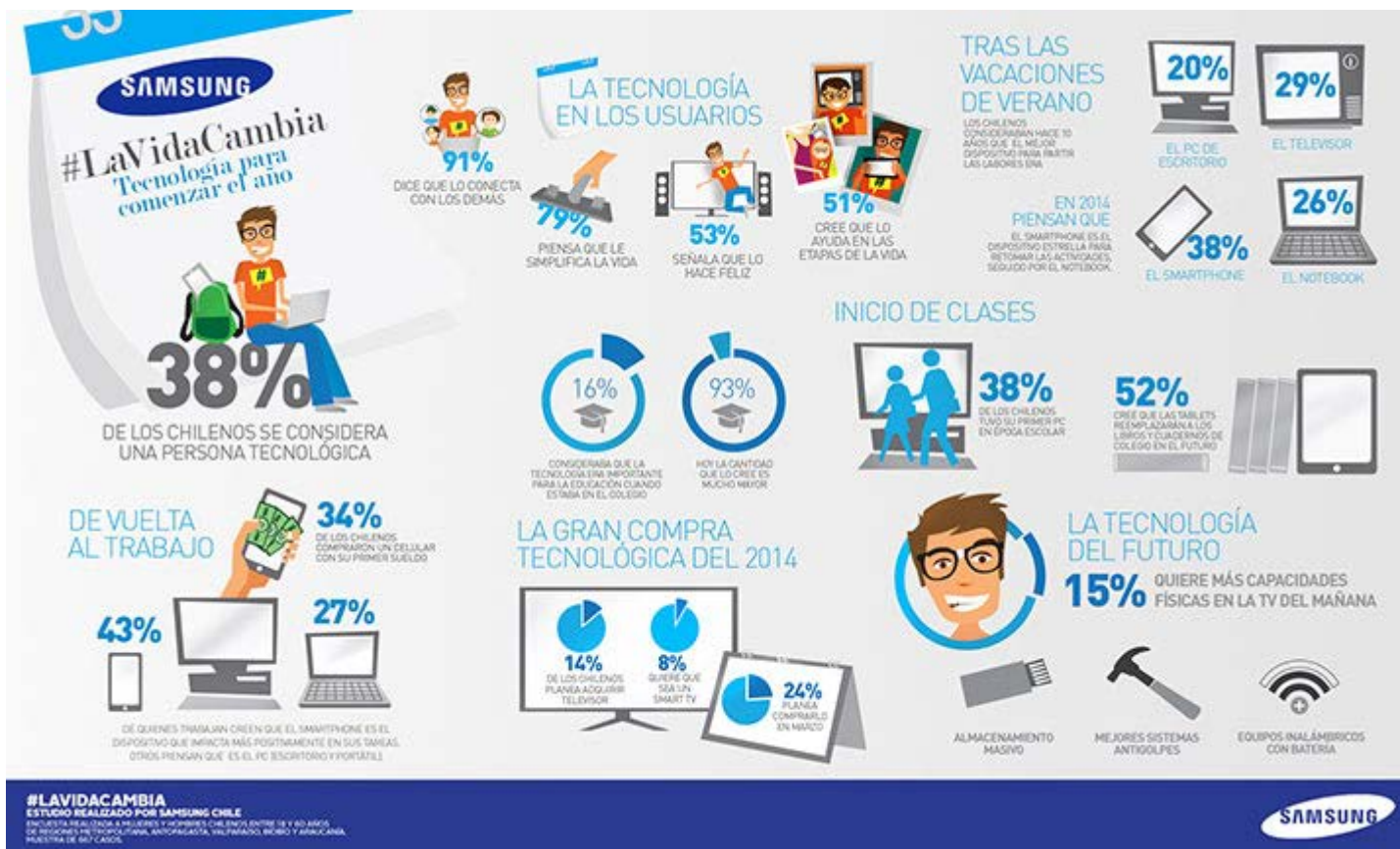
NOTIMEX  
El Día Internacional de la Familia se celebra el 15 de mayo de cada año.  
Este día se celebra en todo el mundo y es una oportunidad para  
reflexionar sobre la importancia de la familia en el desarrollo  
pleno del ser humano. La familia es y seguirá siendo la unidad  
básica en todas las sociedades. Es responsabilidad de los  
gobiernos e instituciones, fomentar políticas que ayuden a  
resolver sus problemas cotidianos.





## Unit IV: Science and Technology







## TECNOLOGÍA Y SOCIEDAD

La tecnología influye potencialmente en la sociedad cambiando los hábitos, comportamientos y costumbres de las personas generando nuevos modos de interactuar con su entorno.

### ¿Bueno o Malo?

Gracias a ella el ser humano hoy puede gozar de múltiples facilidades en su vida cotidiana, desde la forma en como nos movemos y comunicamos hasta el modo de entender nuestro entorno y aprovechar al máximo sus beneficios.

Algunas de las aplicaciones de la tecnología si bien no fueron planeadas para fines destructivos, en manos inescrupulosas han tenido resultados devastadores.



### Factor Comercial

Hoy en día se invierten miles de millones de dólares al año en todo el mundo con tal de financiar nuevas investigaciones para el desarrollo de productos y servicios basados en la tecnología, los mismos que mas adelante retribuyen dichas inversiones gracias al nivel de consumo que producen.



El desarrollo de la técnica y la ciencia al servicio de la humanidad

# TECNOLOGÍA

## ¿Que es?

Tecnología es el conjunto de conocimientos técnicos, ordenados científicamente, que permiten diseñar y crear bienes y servicios que facilitan la adaptación al medio ambiente y satisfacer tanto las necesidades esenciales como los deseos de la humanidad.



Tubo de vacío de la década de 1970

## Función

En la prehistoria, las tecnologías han sido usadas para satisfacer necesidades esenciales, y en la historia también para obtener placeres corporales, estéticos y como medios para satisfacer deseos.

## Factor potenciador

La tecnología y el conocimiento se relacionan en un proceso cíclico creciente en donde ambos crecen de manera exponencial.

El conocimiento genera directamente nuevos modos, y estos a su vez los medios para aplicarlos.

Las aplicaciones de las nuevas tecnologías expande las posibilidades de explorar y aprovechar el entorno.



La innovación trae ideas que cambian los modos establecidos y gracias a los nuevos conocimientos es posible engendrar nuevas tecnologías.

La tecnología cambia los modos y las formas de interactuar con nuestro entorno y brinda las herramientas para acceder a mas conocimientos.

Cada nuevo desarrollo tecnológico genera por su parte más conocimiento y viceversa



## EVOLUCIÓN

A medida que la tecnología ha evolucionado se han venido descubriendo nuevas aplicaciones para satisfacer las necesidades del hombre y la industria, por ejemplo: La microelectrónica, el desarrollo de materiales y procesos, avances en tecnología química, Biotecnología, medicina, genética, producción de energía, transporte, comunicaciones, entre otros.



## TECNOLOGÍA Y DISEÑO

Desde su concepción, el diseño se ha servido de la tecnología para facilitar sus procesos, de esa misma manera aporta el componente de innovación, el cual permite el desarrollo de nuevas y superiores tecnologías para el mejoramiento de la calidad de vida de las personas. Es por esto que el diseño y la tecnología van de la mano en un complementario.







Fuente: Quantion, 2016

# ¿ESTÁS PEGADO AL CELULAR?

ENTONCES ERES **ADICTO** AL TELÉFONO MÓVIL

Se les considera así, a los **usuarios** que **no se separan** de su celular las **24 horas del día**, todos los días de la semana. Actualmente en el mundo cinco de cada 10 usuarios se declaran adictos a este medio de comunicación personal, mientras que en México más del 30 por ciento lo son.

**SOBRE LOS ADICTOS AL MOVIL EN EL PLANETA:**



Fuente: Centro de Estudios Especializados en Trastornos de Ansiedad (CEETA) de España, stopphubbing.com, Intel, Tensómetro virtual, SecurEnvoy: empresa de dispositivos de seguridad para celulares, Consulta Móstafay

## ¡AUNQUE NO LO CREA! ESTRÉS DIGITAL

SER TODA UNA ESTRELLA EN EL MUNDO DE LAS REDES TIENE SU PRECIO. EL ESTRÉS DIGITAL SE ESPARCE EN TODOS CUAL VIRUS INFORMÁTICO, DEBIDO A LA NECESIDAD DE MANTENER AL DÍA NUESTRA PRESENCIA EN LÍNEA. CUANDO LA CANTIDAD DE MAILS NOS SATURA Y NOS ES IMPOSIBLE MANTENERNOS AL DÍA PUEDE DERIVAR EN PROBLEMAS FÍSICOS Y PSÍQUICOS.

### TIPS PARA DESINTOXICARTE

- ➔ Evita las redes sociales en horas de trabajo. Dedica un tiempo determinado para socializar pero no en horas de trabajo.
- ➔ No contestes al momento. Mostrar tu disponibilidad al momento te distrae y das paso a que todos te quiten tu valioso tiempo.
- ➔ Tu vida no es una novela barata, no publiques todo lo que te ocurre. Si a alguien le interesas, que pregunte.
- ➔ Si encuentras algo interesante archívalo en tus favoritos, para leerlo en otro momento.  
Si vas a realizar dos tareas a la vez procura que sean similares para terminar más rápido.
- ➔ Ten en orden y con limpieza el área donde laboras ya que esto permite un flujo cerebral favorable.
- ➔ Haz deporte, el ejercicio libera el estrés y te mantiene en forma.
- ➔ Si todos estos tips no son de ayuda y tienes problemas para dormir, no dudes en buscar ayuda. La tecnología es una maravillosa herramienta pero no debe interrumpir tu vida.



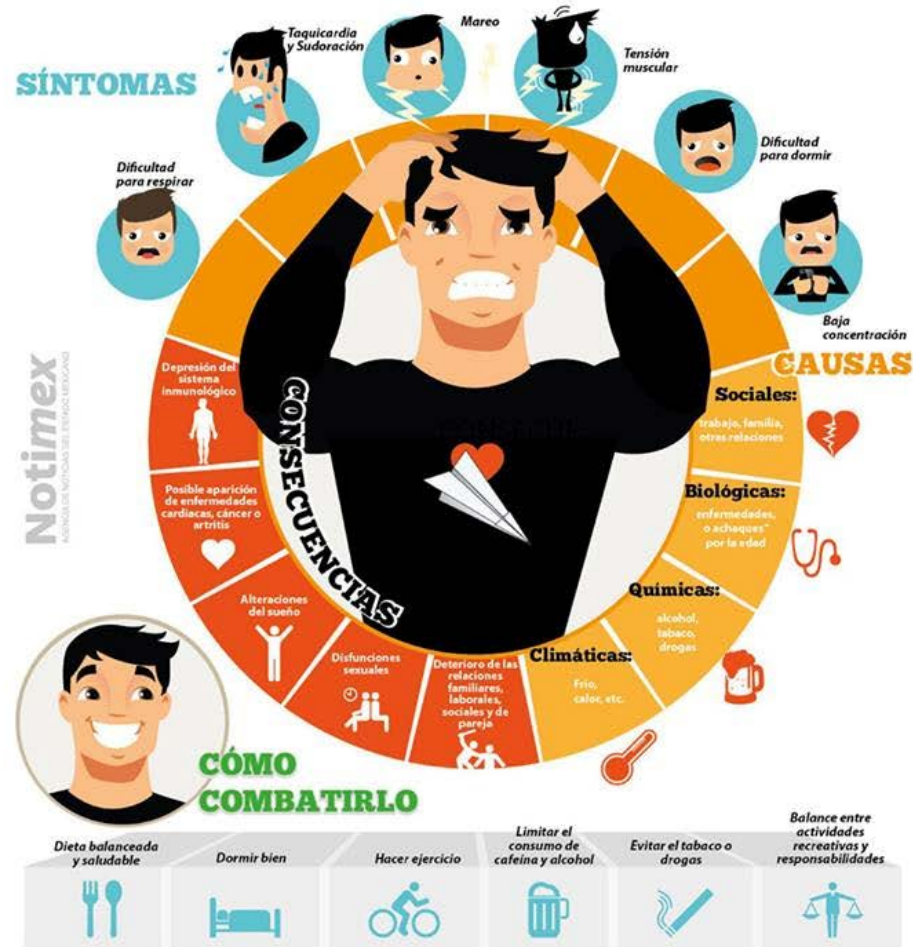
### ESTRÉS DIGITAL

- ➔ Es la ansiedad por combinar nuestra presencia en línea con la vida cotidiana y es producido por varios factores relacionados con los medios de comunicación, redes sociales, correo electrónico, el celular que no para de sonar, los muchos pendientes por terminar y todas las acciones que requieren nuestra atención.
- ➔ Estudios muestran que las personas con un cierto número de seguidores en sus redes sociales, suelen ser víctimas de una gran presión por mantener entretenida a su "audiencia", con el fin de aumentar su estatus y relevancia social.
- ➔ Al ser bombardeados por tantos estímulos a causa del internet, tratamos de enfocarnos en todos nuestros pendientes al mismo tiempo, lo que produce cambios en la química y estructura cerebral; lo curioso es que nuestro cerebro se vuelve adicto a recibir múltiples hilos de información.

# Ocasiona enfermedades graves

# DAÑOS DEL ESTRÉS

¿Siente demasiada tensión emocional? ¿No duerme bien preocupado por el trabajo o tareas escolares? ¿Come de prisa porque está demasiado ocupado? Entonces padece de estrés, que es la respuesta del cuerpo a condiciones externas que perturban el equilibrio emocional de la persona. En niveles bajos es beneficioso porque motiva a ser más productivo, pero en exceso causa importantes daños físicos y psicológicos.



Fuente: Educación Médica Continua, Enciclopedia de la Salud y la Seguridad Ocupacional, IMSS

Investigación y redacción: Mónica I. Fuentes Pacheco  
Diseño y arte: Oscar Aguilar Sánchez



# “Para, respira, observa” ¿Estás Mindful?

## LIBERACIÓN

Mindfulness es una experiencia liberadora; durante la práctica no hay juicio, no hay miedo, no hay sufrimiento, solo estamos atentos al momento presente con ACEPTACIÓN

## NO RELIGIOSO

Mindfulness no tiene ninguna adscripción religiosa ni filosófica.

## TERAPIA

Los estudios científicos demuestran que Mindfulness es eficaz para el tratamiento de la depresión, ansiedad y adicciones entre otras patologías. Mejora la salud psicológica de quien lo practica.

## DESPERTAR

Estar atentos y tomar conciencia del estado errático de nuestra mente.

## HABILIDAD

Mindfulness es una técnica que puede ser aprendida por cualquier persona, con el entrenamiento se mejoran los resultados

## MENTE DE PRINCIPIANTE

Para practicar Mindfulness hay que abrirse a la experiencia de forma radical y sin juzgarnos.

## BIENESTAR

La práctica regular de Mindfulness previene enfermedades y desarrolla un mayor bienestar psicológico.

## PRÁCTICAS

Se basan en la meditación. Postura cómoda con espalda recta, atención a la respiración, cuando aparece un pensamiento, somos conscientes, lo dejamos pasar sin valorarlo y volvemos la atención a la respiración.

## SERENIDAD

Mindfulness consigue llevar la paz a tu mente, sintiéndote alegre y sereno.

## 9

## CLAVES PARA ENTENDER QUÉ ES MINDFULNESS

“En estado normal, nuestra mente se debate entre el análisis o rechazo de nuestro pasado y el miedo por el futuro, causándonos sufrimiento. Mindfulness nos propone un regreso al aquí y ahora del que un día nos alejamos”

Elisa Andrés Gil



# \* Mindfulness para niños

Qué es el mindfulness

Se trata de la toma de conciencia del aquí y el ahora, del momento presente. En numerosas ocasiones estamos preocupados por el pasado y por el futuro y olvidamos disfrutar del ahora.

## Beneficios del mindfulness para niños



Mejora la concentración y la atención

Contribuye al bienestar personal



Fomenta la relajación



Mejora el ajuste con uno mismo



Reduce la tensión y el estrés

Mejora las relaciones



Contribuye a un sano desarrollo



Pueden conectar con sus emociones



Celia Rodríguez Ruiz



www.educayaprende.com

powered by

Las emociones y la afectividad mejoran los niveles de atención

Agosto 2015 M<sup>re</sup> de Lourdes Ferrando Rodríguez

## ESTRATEGIAS QUE PUEDEN INCREMENTAR LA ATENCIÓN EN CLASE

Como docente puedes:

- Despertar interés por el contenido y propiciar una actitud positiva.
- "Conectar" el estudio de los contenidos con los intereses y motivaciones profesionales /personales.
- Planificar la sesión formativa teniendo en cuenta "tiempos" de dificultad, concentración, actividad y descanso.
- Implicar al alumnado en su propio proceso de aprendizaje, favoreciendo su participación.
- Favorecer el aprendizaje desde diferentes canales perceptivos.
- "Implicar" las emociones para favorecer un "aprendizaje vivencial".

**ACTITUD POSITIVA** OPTIMISMO

**MOTIVACIÓN** INTERÉS

**PROGRAMACIÓN** EQUILIBRIO

**ESTUDIO ACTIVO** ACTIVIDAD

**CANALES DE INFORMACIÓN** VARIEDAD

**EMOCIONES** EXPERIENCIA

Intentar:

Tip 1 Maximizar motivaciones internas

Tip 2 Minimizar interrupciones externas

Tip 3 Planificar tareas de distinta complejidad

DOCENCIA FPE ---2015 @MLourdesFR

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## Importancia de Las Emociones

### El Miedo

- Nos motiva a actuar para evitar consecuencias negativas.

### La Ira

- Nos motiva a luchar contra los errores y la injusticia, y poner límites.

### La Tristeza

- Nos motiva a pedir ayuda y apoyo de los demás.

### La Repulsa

- Nos motiva a demostrar que no podemos aceptar algo.

### La Curiosidad

- Nos motiva a explorar y aprender.

### La Sorpresa

- Nos motiva a dirigir la atención hacia algo inesperado.

### La Alegría

- Nos motiva a reproducir ese acontecimiento.

www.fidesweb.us



## Unit VI:

*Gina Valdés nació en Los Ángeles, California y se crio a los dos lados de la frontera entre Estados Unidos y México. Estudió en la Universidad de California–San Diego y ha enseñado cursos de literatura chicana y de escritura en universidades a través de los Estados Unidos. En su poesía explora las múltiples barreras que existen entre las personas, las culturas y los países.*

### Where you from?

Gina Valdés

Soy de aquí  
y soy de allá  
from here  
and from there  
5 born in L.A.  
del otro lado  
y de éste  
crecí en L.A.  
y en Ensenada  
10 my mouth  
still tastes  
of naranjas  
con chile  
soy del sur  
15 y del norte  
crecí zurda<sup>o</sup>  
y nortead<sup>o</sup>  
cruzando fron  
teras crossing  
20 San Andreas  
tartamuda<sup>o</sup>  
y mareada<sup>o</sup>  
where you from?  
soy de aquí  
25 y soy de allá  
I didn't build  
this border  
that halts me  
the word fron  
30 tera splits  
on my tongue.



▲ Barrera cerca de Tijuana y San Diego que marca la frontera entre México y los Estados Unidos.

*Gustavo Pérez Firmat nació en La Habana pero se crio en Miami. Tiene doctorado en literatura comparada de la Universidad de Michigan y enseñó durante muchos años en la Universidad de Duke en Carolina del Norte. Ahora es profesor de la Universidad de Columbia en Nueva York. Además de escribir obras de crítica literaria, se ha dedicado a explorar la vida cubanoamericana a través de la poesía.*

## Bilingual Blues

Gustavo Pérez Firmat

Soy un ajiaco° de contradicciones  
 I have mixed feelings about everything.  
 Name your tema, I'll hedge;  
 name your cerca°, I'll straddle it  
 5 like a cubano.  
 I have mixed feelings about everything.  
 Soy un ajiaco de contradicciones.  
 Vexed, hexed, complexed,  
 hyphenated, oxygenated, illegally alienated,  
 10 psycho soy, cantando voy:  
 You say tomato,  
 I say tu madre;  
 You say potato,  
 I say Pototo°.  
 15 Let's call the hole  
 un hueco, the thing  
 a cosa, and if the cosa goes into the hueco,  
 consider yourself en casa,  
 consider yourself part of the family.  
 20 Soy un ajiaco de contradicciones.  
 un puré de impurezas:  
 a little square from Rubik's Cuba  
 que nadie nunca acoplará°.  
 (Cha-cha-chá)

*sopa caribeña de muchos  
 ingredientes*

*fence*

*Personaje cómico del teatro  
 cubano*

*fit together*

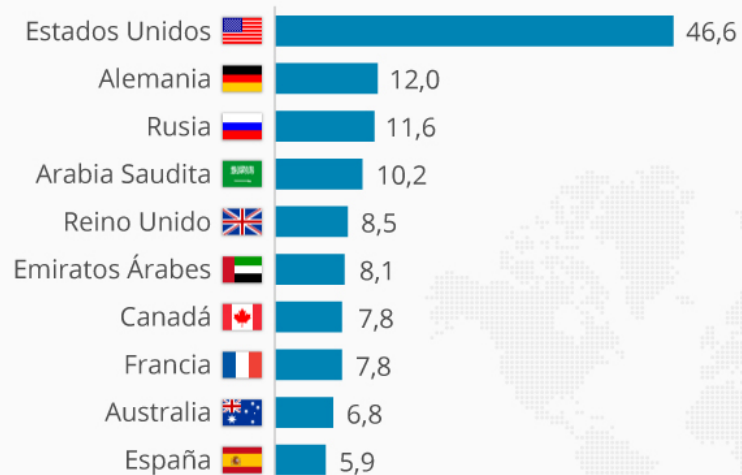
► ¡CHA-CHA-CHÁ!



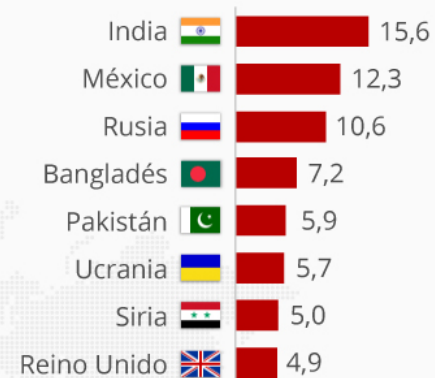
## Mayores países receptores y emisores de migrantes

Nº de migrantes residentes y enviados por países en 2015 (en mill.)

### Los mayores países receptores



### Los mayores países emisores



@Statista\_ES

Fuente: Naciones Unidas

statista