

**Randolph Township Schools  
Randolph Middle School**

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

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

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**Curriculum Developed**  
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**Randolph Township Schools  
Department of World Languages  
Spanish for Native/Heritage Speakers III**

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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 III**

**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. Our 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 III is the continuation of the work began in Spanish for Native/Heritage Speakers II. 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 III prepares students for Spanish for Native/Heritage Speakers I Honors at the high school. The prerequisite to Spanish for Natives/Heritage Speakers III is successful completion of Spanish for Natives/Heritage Speakers I & II or supervisor approval.

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

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>8 weeks</b>	<b>I</b>	<b>Hispanic/Latino Voices</b>
<b>8 weeks</b>	<b>II</b>	<b>Childhood &amp; Life Stages</b>
<b>8 weeks</b>	<b>III</b>	<b>Physical Well-Being</b>
<b>6 weeks</b>	<b>IV</b>	<b>Sports and Recreation</b>
<b>6 weeks</b>	<b>V</b>	<b>Life's Journey</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers III**  
**Unit I: Hispanic/Latino Voices**

<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
	Famous Hispanic/Latinos have influenced society and the American culture in the areas of music, art, sports, cuisine, and politics.	<ul style="list-style-type: none"> <li>In what ways have Hispanic/Latinos affected our lifestyle?</li> </ul>
	As role models, famous Hispanic/Latinos and their accomplishments can impact a person's life.	<ul style="list-style-type: none"> <li>How does our heritage inspire us to succeed in life?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Latino/a refers to a person with origins in Latin America, Hispanic refers to anyone of Spanish-speaking origin, Spanish is from Spain (nationality).</p> <p>There are many famous Hispanic/Latino artists who are culturally diverse in their influence on all forms of art and professions.</p> <p>Hispanics/Latinos are recognized for their accomplishments in all branches of society.</p> <p>Hispanic/Latino genres of music are tremendously diverse in rhythm, the instruments used, and the choreography.</p> <p>Hispanic/Latino music is inspired by personal experiences and culture.</p>	<p><b>Students will be able to:</b></p> <p>Analyze the differences between the terms Latino/a, Hispanic and Spanish.</p> <p>Examine the accomplishments of successful Hispanics/Latinos.</p> <p>Read, interpret, and analyze suggested texts by Hispanic/Latino authors.</p> <p>Analyze poems of famous Hispanic/Latino authors.</p> <p>Design book covers in the style of Hispanic and Latino artists.</p> <p>Listen to and identify different Hispanic/Latino music genres.</p> <p>Interpret music genres, and conduct a poll on their favorite Hispanic/Latino music genre.</p> <p>Identify and discuss music trends.</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>Spanish language media reflects the culture of the Hispanic/Latino community.</p> <p>Newscasters and reporters have a specific way of communicating in Spanish and they also typically possess a more animated personality than their English-speaking counterparts.</p> <p>Latinos/Hispanics are a minority; however, their representation is rising in Congress and other branches of government.</p> <p>Hispanic/Latino cuisine is rich in flavor, presentation, and is becoming increasingly popular.</p>	<p>Analyze song lyrics of a Spanish song of their choice.</p> <p>Produce playlists of Hispanic/Latino songs for a celebration.</p> <p>Write songs using one of Hispanic/Latino music genres.</p> <p>Analyze TV commercials and write reviews.</p> <p>Report on the impact of the Hispanic/Latino voices on TV commercials.</p> <p>View Spanish newscasts to compare and contrast the style to American newscasts.</p> <p>Present newscasts in Spanish.</p> <p>Ask and respond to questions in interviews for a class radio hour.</p> <p>Debate the political influence of Hispanics/Latinos in Congress and other branches of Government.</p> <p>Write persuasive speeches in order to gain support from peers.</p> <p>Discuss traditional dishes from their culture's cuisine with the class.</p> <p>Conduct research on famous Hispanic/Latino chefs.</p> <p>Design recipe books with traditional Hispanic/Latino dishes.</p>
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and compare these perspectives with those of one's own culture.		
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Reading an authentic text, i.e. an author's interview, and answering related questions. (*interpretative reading*)
- Having a conversation in small groups where they will identify genres of music. (*interpretive listening & interpersonal speaking*)
- Presenting a newscast to the class about current events. (*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 III**  
**Unit I: Hispanic/Latino Voices**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit 1: Hispanic/Latino Voices</b> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Music and songs</li> <li>• Politics</li> <li>• Cuisine</li> </ul>	<b>Suggested Resources:</b> <i>Versos Sencillos</i> (Jose Martí) <i>Yo voy soñando caminos de Campos de Castilla</i> (Antonio Machado) Works of art from: Goya, Velázquez, Picasso, Dali, Kahlo, and Rivera Songs and Music from various Latino artists. “Guantanamera” (Various artists) “Yo voy soñando caminos” (Joan Manuel Serrat) HBO Documentary Films – "The Latino List" YouTube video: “What’s the difference between Hispanic, Latino, and Spanish?” Hispanic vs Latino: <a href="https://youtu.be/GBt5rMD2aDc">https://youtu.be/GBt5rMD2aDc</a>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers III**  
**Unit II: Childhood & Life Stages**

<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
	A person is influenced by childhood experiences, both positively and negatively.	<ul style="list-style-type: none"> <li>How has your childhood impacted you as a person?</li> </ul>
	A person's past influences one's future.	<ul style="list-style-type: none"> <li>How do life events, family, and environment impact the person you become?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Reflecting on childhood experiences leads to a better understanding of their current lifestyle.</p> <p>As we grow and gain new experiences, our thought processes and viewpoints evolve.</p> <p>Early childhood education has an influence on subsequent education.</p> <p>The educational systems around the world come in many different forms.</p> <p>The loss of a family member impacts your life in social, emotional, and cognitive ways.</p>	<p><b>Students will be able to:</b></p> <p>Describe a favorite toy, game, or experience from their childhood.</p> <p>Converse about a typical day in their early childhood.</p> <p>Compare and contrast childhood ideas that have changed as they have matured with those that have remained the same.</p> <p>Write guided memoirs based on childhood experiences.</p> <p>Design timelines of their lives, highlighting important life events.</p> <p>Compare and contrast early childhood education in Latin-American countries to the United States.</p> <p>Analyze funeral traditions: mourning flowers, burials, etc.</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>The grieving process varies from culture to culture.</p> <p>The experiences from our youth influence the course of our lives.</p> <p>Social status affects your lifestyle and your outlook on life.</p> <p>Hispanic/Latino parents have a unique parenting style. Parenting styles in general have changed over time.</p> <p>Celebrations vary from country to country and from family to family.</p>	<p>Discuss Día de los Muertos and its significance in their family.</p> <p>Create dioramas of a traditional Día de los Muertos altar.</p> <p>Write essays on how their childhood experiences have affected their current lifestyle and their future plans.</p> <p>Research and present about the childhood of famous Hispanic or Latino people.</p> <p>Write point of view essays on the importance of social status.</p> <p>Interview their parents to understand their childhood experiences.</p> <p>Compare and contrast different discipline methods used among Hispanic/Latino parents and how these have changed or remained the same since their childhood.</p> <p>Differentiate the celebrations of a native country and the United States.</p> <p>Create budgets for celebrations, and shopping lists of all needed items.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Reading an autobiographical or biographical text and answering related questions. (*interpretive reading*)
- Writing a memoir of a specific time in their childhood and discussing it within small groups. (*presentational writing & interpersonal speaking*)
- Creating a timeline of their life events and presenting it to the class. (*presentation writing & 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 III**  
**Unit II: Childhood & Life Stages**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>8 Weeks</b>	<b>Unit 2: Childhood &amp; Life Stages</b> <ul style="list-style-type: none"> <li>• Childhood stages</li> <li>• Value systems</li> <li>• Childhood experiences</li> <li>• Loss of a loved one</li> <li>• Celebrations</li> <li>• Social status</li> </ul>	<b>Suggested Resources:</b> <i>Antes de ser Libres</i> , Julia Alvarez <i>Bajo las Palmas Reales: Una Infancia Cubana</i> , Alma Flor Ada <i>Caja de Cartón</i> , Francisco Jiménez <i>Los Funerales de la Mamá Grande</i> , Gabriela García Márquez

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers III**  
**Unit III: Physical Well Being**

<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>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Traditions, habits, and environment influence our daily lives.	<ul style="list-style-type: none"> <li>How does where we live impact how we live?</li> </ul>
	Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.	<ul style="list-style-type: none"> <li>How do societies and individuals define quality of life?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>An active lifestyle is a key component for a healthy life.</p> <p>Developing good eating habits at an early age is a component to leading a healthy lifestyle.</p> <p>Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>Making healthy decisions involves many steps.</p>	<p><b>Students will be able to:</b></p> <p>Identify various activities that people use to stay fit depending on environment, location, and economic status.</p> <p>Define fitness goals for themselves or someone in their family and justify why they chose these goals.</p> <p>Develop step-by-step plans to achieve their fitness goals.</p> <p>Examine healthy food choices and evaluate what makes some choices healthy and others unhealthy.</p> <p>Compare and contrast foods from various cultures and rank them by how healthy they are justifying their rank.</p> <p>Determine how outside factors, i.e. family, peers, technology, culture, and the media influence thoughts, feelings, health decisions and behaviors.</p> <p>Recognize the steps of a decision-making process.</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>Frequent physical activities and adopting healthy eating habits benefit a person's immediate and future well-being.</p> <p>Personal values and personality traits distinguish an individual and play an important role in the outcome of a person's life.</p> <p>Bullying can affect a person's mental health and self-esteem.</p> <p>Stress affects everyone, and the ways in which people deal with their stress has an impact on health.</p>	<p>Describe the differences between a responsible decision and a wrong decision related to overall wellness.</p> <p>List and apply the steps to making a responsible decision when facing challenges such as school life versus social life.</p> <p>Write essays describing important decisions they have recently made and the steps they took in making those decisions.</p> <p>Explain the importance of taking responsibility for developing and maintaining a healthy personal lifestyle.</p> <p>Identify factors that influence personal fitness (heredity, training, diet, and technology).</p> <p>Evaluate their values and how they impact aspects of their lives.</p> <p>Discuss bullying and a time where they experienced bullying.</p> <p>Role-play a scenario where someone is being bullied and different actions are taken by a bystander.</p> <p>Design anti-bullying posters.</p> <p>Read articles on the importance of mindfulness and stress.</p> <p>After watching a video on adolescent stress, create graphic organizers with the information they have learned and discuss in small groups.</p> <p>Converse in small groups concerning the levels of stress students are under and determine the best ways to deal with that stress.</p>
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7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.		Perform presentations (i.e. video, Prezi, or other technological presentation) depicting how stress affects students' lives, the causes of stress, and ways to combat stress.
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading nonfiction texts and articles, identifying vocabulary, and answering open-ended questions. (<i>interpretive reading</i>)</li> <li>• Discussing, in small groups, the levels of stress students are under and the best ways to deal with that stress. (<i>interpersonal speaking</i>)</li> <li>• Creating a presentation depicting stress that affects students' lives, the causes of that stress and ways to combat that stress. (<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 III**  
**Unit III: Physical Well-Being**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	<b>Unit 3: Physical Well-Being</b> <ul style="list-style-type: none"> <li>• Self-image and self-esteem</li> <li>• Human values</li> <li>• Leisure activities</li> <li>• Healthy lifestyle</li> <li>• Beliefs and value systems</li> </ul>	<b>Suggested Resources:</b> Magazine - <i>Tu Salud</i> Magazine – <i>Salud al Día</i> Textbook – <i>La Salud en Los Jóvenes</i> , Glencoe <a href="https://www.youtube.com/watch?v=V5mQmoeBgYE">https://www.youtube.com/watch?v=V5mQmoeBgYE</a> ( <i>Estrés en estudiantes</i> ) <a href="https://www.youtube.com/watch?v=UlmfuUEp78s">https://www.youtube.com/watch?v=UlmfuUEp78s</a> ( <i>Desempeño académico y el estrés</i> ) <a href="https://www.kienyke.com/historias/dar-clases-con-humor-reducir-estres">https://www.kienyke.com/historias/dar-clases-con-humor-reducir-estres</a> ( <i>La importancia de dar clases con humor</i> )

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers III**  
**Unit IV: Sports and Recreation**

<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>	<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
	Sports and recreation throughout the world have greatly impacted societies.		<ul style="list-style-type: none"> <li>How do sports and recreation affect our lives?</li> </ul>	
	A country's geographical location has a direct influence on the types of sports valued by its citizens.		<ul style="list-style-type: none"> <li>How does a country's geographical location influence the sports it values?</li> </ul>	
	<b>KNOWLEDGE</b>		<b>SKILLS</b>	
	<p><b>Students will know:</b></p> <p>Preferred sports, fitness exercises, equipment, rules and regulations, and recreational leisure activities differ among people.</p> <p>Different countries value different sports for a myriad of reasons.</p> <p>The leisure activities of families are influenced by many factors including interest, culture and community.</p>		<p><b>Students will be able to:</b></p> <p>Interview classmates about their favorite sports or leisure activities and present findings to the class.</p> <p>Compare and contrast popular sports in Latin-American countries versus the United States.</p> <p>Write about favorite athletes or teams and their influence on society.</p> <p>Research and present the rules of a sport.</p> <p>Annotate and summarize current sports articles.</p> <p>Write guided sports articles for a class newspaper.</p> <p>Research, read, and report on controversial sports or athlete issues and provide evidence from text.</p> <p>Analyze family leisure activities, and poll classmates on their families' leisure activities.</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>  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>  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>Schools around the world place varying amounts of importance on recess, sports and physical education.</p> <p>It is important to work together as a harmonious team.</p> <p>People gain general knowledge through the media's report on sports.</p> <p>Athletes' compensation is tied to brand endorsements and their reputation.</p> <p>Female athletes have become increasingly more involved with all types of sports.</p> <p>Ancient sports have evolved into current popular sports such as soccer and basketball.</p>	<p>Compare and contrast physical education &amp; recess in the United States with Latin-American Countries.</p> <p>Design fitness programs for middle school students.</p> <p>Role-play scenarios of good sportsmanship versus poor sportsmanship.</p> <p>View sporting events and write commentary to be presented orally.</p> <p>Create and perform filmed sportscasts in small groups.</p> <p>Compare and contrast how much athletes get compensated for brand endorsements.</p> <p>Identify the accomplishments of female athletes.</p> <p>Analyze the challenges or lack of opportunities that female athletes might face.</p> <p>Compare and contrast the salaries of female athletes vs. male athletes.</p> <p>Research and conduct an oral presentation on Hispanic or Latina female athletes.</p> <p>Research ancient sports.</p> <p>Compare and contrast ancient sports such as Pok-A-Tok to current sports.</p> <p>Examine the origins of the Olympics and how they have evolved to the current Olympic games.</p> <p>Determine the participation of women in the Olympic games over time.</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>Investigate and conduct oral presentations on the origins of a sport.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Researching and presenting the rules and expectations of a sport. (<i>interpretive reading &amp; presentational speaking</i>)</li> <li>• Role-playing scenarios of good sportsmanship versus poor sportsmanship. (<i>presentational speaking</i>)</li> <li>• Researching and conducting an oral presentation on the origins of a sport. (<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 III**  
**Unit IV: Sports and Recreation**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<b>Unit 4: Sports and Recreation</b> <ul style="list-style-type: none"> <li>• Favorite sports</li> <li>• Famous people in sports</li> <li>• Fitness</li> <li>• Origins of sports</li> </ul>	<b>Suggested Resources:</b> Non-Fiction and online current sports articles. <i>Sports Illustrated Latino</i> <i>People en Español</i> Biographies of Hispanic/Latino Athletes in a variety of sports. Sportcasts on Telemundo or Univision. Play Ball – Road to El Dorado ( <a href="https://www.youtube.com/watch?v=pKnDy_azYm4">https://www.youtube.com/watch?v=pKnDy_azYm4</a> ) Reviving a 3,000 year old Ancient Ball Game ( <a href="https://www.youtube.com/watch?v=oYJxng6i4NQ">https://www.youtube.com/watch?v=oYJxng6i4NQ</a> )

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish for Native/Heritage Speakers III**  
**Unit V: Life's Journey**

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>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>All cultures are unique. They are comprised of the social norms and practices of a particular group of people. Cultures around the world share similarities and differences.</p>	<p>What characteristics are often unique to a group's identity?</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>Moving to a new country involves many changes and adjustments to a new language, environment and culture. Immigrants face challenges in their new surroundings.</p>	<p>What challenges do immigrants face in their new home?</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.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>  7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p>	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>CTC, Chicos de Tercera Cultura, are children who grow up in a culture other than the culture of their parents. These two cultures blend to create a third unique culture.</p> <p>The challenges of immigration vary depending on the experiences of the immigrant.</p> <p>Cultures often vary widely which can lead to conflicts between cultures in students' everyday lives.</p>	<p><b>Students will be able to:</b></p> <p>Watch a TED Talk on CTC children and discuss the main ideas of the TED Talk in small groups.</p> <p>Describe daily life in their or their parents' native countries, then compare and contrast with partners.</p> <p>Identify similarities and differences between life in their native countries and the United States.</p> <p>Read, listen to or view an authentic text/video about someone's experience as an immigrant and identify specific information.</p> <p>Interview students who has moved to the United States about likes and dislikes in the USA and in their home countries.</p> <p>Write stories about a conflict involving their life in the USA with their home culture and share it with peers.</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>Songs can bring up strong emotions about specific topics or places.</p> <p>Multiple barriers can exist between people, cultures and countries. Oftentimes, students being raised in a different culture than their heritage encounter such barriers.</p>	<p>Listen to songs about someone's homeland and discuss with partners.</p> <p>Create series of illustrations to express the meaning of a song they heard.</p> <p>Role-play an interview with the author of a song to speculate about their reasoning for writing it.</p> <p>Choose their favorite song from their native country or representing their culture and present their explanation to the class.</p> <p>Study the title of two poems, <i>Where you from?</i> By Gina Valdés, and <i>Bilingual Blues</i> by Gustavo Pérez Firmat, and infer the themes, ideas or elements within the poems.</p> <p>Read two poems about living within two cultures then compare and contrast the author's voice and the message of each.</p> <p>Write blog posts or journal entries that express feelings and emotions caused by a literary work, i.e. poem.</p> <p>Write letters to students in Hispanic countries explaining what their life is like and the joys and challenges of living in the US.</p> <p>Exchange letters with classmates, asking and answering questions based on the writing.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Watching a TED Talk about a CTC (Chicos de Tercera Cultura) and discussing their reaction to the video with a partner. (<i>interpretive listening &amp; interpersonal speaking</i>)</li> </ul>		



- Reading a poem about being bicultural and sharing reactions to guided questions in small groups. (*interpretive reading & interpersonal speaking*)
- Writing a short bilingual poem that expresses their feelings of living in a bicultural world. (*presentational writing*)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Class discussions in response to a variety of stimuli
- Graphic organizers
- 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 III**  
**Unit V: Life's Journey**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<b>Unit 6: Life's journey</b> <ul style="list-style-type: none"> <li>• Life's journey</li> <li>• Respecting heritage</li> <li>• Struggles of immigration</li> <li>• Chicos de Tercera Cultura/Third Culture Kids</li> <li>• Assimilation</li> </ul>	<b>Suggested Resources:</b> <i>Caja de Cartón</i> , Francisco Jiménez <i>De Volver al Remitente</i> , Julia Alvarez <i>Santillana Español 6-</i> “ <i>Don Quijote para siempre</i> ” “ <i>El pequeño escribiente</i> ” and “ <i>Una merienda de locos</i> ” “Los Hispanohablantes en los Estados Unidos” <i>Nuevas Vistas.</i> ” <a href="https://www.youtube.com/watch?v=AHhyQMj9T6s">https://www.youtube.com/watch?v=AHhyQMj9T6s</a> (TED TALK on TCK children) <a href="https://www.youtube.com/watch?v=WKLzwwzNLiA">https://www.youtube.com/watch?v=WKLzwwzNLiA</a> (CTC chicos de tercera cultura) <a href="http://www.cuentosinfantilesconvalores.com/2014/08/el-zorro-inmigrante.html">http://www.cuentosinfantilesconvalores.com/2014/08/el-zorro-inmigrante.html</a> (El zorro inmigrante ) <a href="http://pozzi-escot.blogspot.com/p/migracion.html">http://pozzi-escot.blogspot.com/p/migracion.html</a> (La migracion una aventura incierta) <a href="https://somosigualesomosdiferentes.wordpress.com/acerca-de/">https://somosigualesomosdiferentes.wordpress.com/acerca-de/</a> (Acceptance) <a href="https://www.youtube.com/watch?v=FIUxUMCNwnA">https://www.youtube.com/watch?v=FIUxUMCNwnA</a> Pixar you tube movies –( Trabajo en equipo) Song: <i>Mi Tierra</i> by Gloria Estefan Song: <i>La Gozadera</i> by Gente de Zona and Marc Anthony

## **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>

## ¿CUÁL ES LA DIFERENCIA DE SER LATINO Y HISPANO?

### Latino

Se refiere al origen étnico de un grupo de las Américas latinas

### Hispano

Se refiere al lenguaje de un grupo étnico (Gente que habla español)



## ¿Cuál es la diferencia entre hispano y latino?

El Censo y muchas organizaciones en Estados Unidos utilizan estos términos de manera intercambiable.

### HISPANO

De acuerdo al Diccionario de Herencia Americana, el término **HISPANO** se refiere a una persona con raíces en los países hispano-hablantes, incluyendo España, pero no Brasil.

# VS

### LATINO

El término **LATINO** se refiere a personas con orígenes en los países de América Latina, incluyendo Brasil, pero no España.



#FiestasPatriasAZ



# El Voto Latino

**¡SU VOTO  
ES SU VOZ!**



voter registration in Greeley, CO

# "¡Azúcar!" 10 años sin la "Reina de la Salsa"



21 de octubre de 1920  
La Habana (Cuba)



16 de julio de 2003  
Nueva Jersey (E.U.)

## Trayectoria Con la Sonora

El 3 de agosto de 1950 debuta con la orquesta Sonora Matancera, de la que fue solista hasta diciembre de 1965.

## Al exilio perpetuo

En 1959 estalla la revolución y el 15 de julio de 1960 Celia y La Sonora salen de Cuba para actuar en México; no regresan.

Por sus diferencias con el régimen castrista jamás vuelve a pisar tierras cubanas; se radica en Nueva York en 1961.

## Fania, los dioses de la salsa

Graba un disco con Tito Puente y luego firma con el sello Fania, fundado por Johnny Pacheco y Jerry Masucci.

En los 70 realiza numerosas actuaciones en EU y América Latina.

En los 80, Celia Cruz (d) y músicos como Rubén Blades (c), Willie Colón (i), Cheo Feliciano y Héctor Lavoe, reunidos en Fania All Stars, ponen de moda la salsa más allá de las fronteras latinas y Europa.

## Salida de Fania

En noviembre de 1992 abandona su casa discográfica de toda la vida y firma contrato con RMM-BAT.



Hace diez años la música afroamericana despedía a una de sus más grandes hijas, a la 'Reina de la Salsa', Celia Cruz, una mujer prodigiosa que dejó como legado un grito de victoria que retumba hoy con mayor poder en los parlantes y en las almas latinoamericanas: "¡Azúcar!".

## 10 canciones esenciales de Celia

Se referencia el año de publicación y la orquesta, colaboración o sello



Burundanga - 1953  
La Sonora Matancera

La sopa en botella - 1957  
La Sonora Matancera

Bemba colorá - 1966  
Tito Puente

Guantanamera - 1967  
La Sonora Matancera

Quimbara - 1974  
Johnny Pacheco

Usted abusó - 1977  
Willie Colón

Bamboleo - 1988  
Fania

Azúcar negra - 1993  
En solitario

La vida es un carnaval - 1998  
En solitario

La negra tiene tumbao - 2001  
En solitario

Ganadora de



3  
Premios Grammy

4  
Grammys Latinos



EL HERALDO - EFE



# EL MACHISMO DE HOLLYWOOD EN NÚMEROS

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

EL PROTAGONISTA ES...

HOMBRE	MUJER
88%	12%



TRABAJARON EN LA PRODUCCIÓN...

HOMBRES	MUJERES
83%	17%



APARECEN CON Poca ROPA...

HOMBRES	MUJERES
9%	26%



POR SI FUERA POCO,  
DE TODAS LAS MUJERES QUE  
TRABAJAN EN CINE Y TV...

77% SON BLANCAS	4% SON HISPANAS
-----------------------	-----------------------



AUNQUE EN CALIFORNIA...

39%  
DE LA POBLACIÓN  
ES LATINA



HOLLYWOOD ES EL ROSTRO DE EEUU...  
QUIZÁ EL MÁS **CONSERVADOR** QUE PODRÍA TENER.

YO NO LE VEO NADA  
MALO A TODO ESTO



FUENTE: REFORMA

**PLUMASATÓMICAS**

# HISPANOS EN EUA

## Mes Nacional de la Herencia Hispana

Del 15 de septiembre al 15 de octubre se celebra en Estados Unidos el Mes Nacional de la Herencia Hispana, con la finalidad de rendir homenaje a los logros y riqueza cultural de los latinos residentes en ese país. Conoce la situación de los hispanos en EUA.

**54 millones**  
de hispanos en EUA,  
**17%**  
de la población

**128.8 millones**  
Proyectados para 2060,  
**31%**  
de la población

### HISPANOS POR PAÍS DE ORIGEN



**11.9 millones**  
de familias  
hispanas en EUA

**2do lugar**  
con la mayor  
población hispana  
en el mundo  
(detrás de México)

**38.3 millones**  
hablan español  
en sus casas  
(5 años o más)

### EMPLEO E INGRESOS

**39 mil dls**  
Promedio de ingresos  
anuales en hogares  
hispanos.

**25.6%**  
la tasa de pobreza  
de los hispanos al año.

**2.3 millones**  
de empresas propiedad  
de hispanos.

### PARTICIPACIÓN POLÍTICA

**8.4%**  
Votaron en la elección  
presidencial de 2012.

### SEGURIDAD SOCIAL

**29.1%**  
Carecen de seguro  
médico.

Sólo  
**1 de cada 6**  
hogares hispanos  
recibe pensión  
del Seguro Social.

### EDUCACIÓN

**64%**  
Hispanos de 25 años  
o más tiene por lo menos  
educación preparatoria.

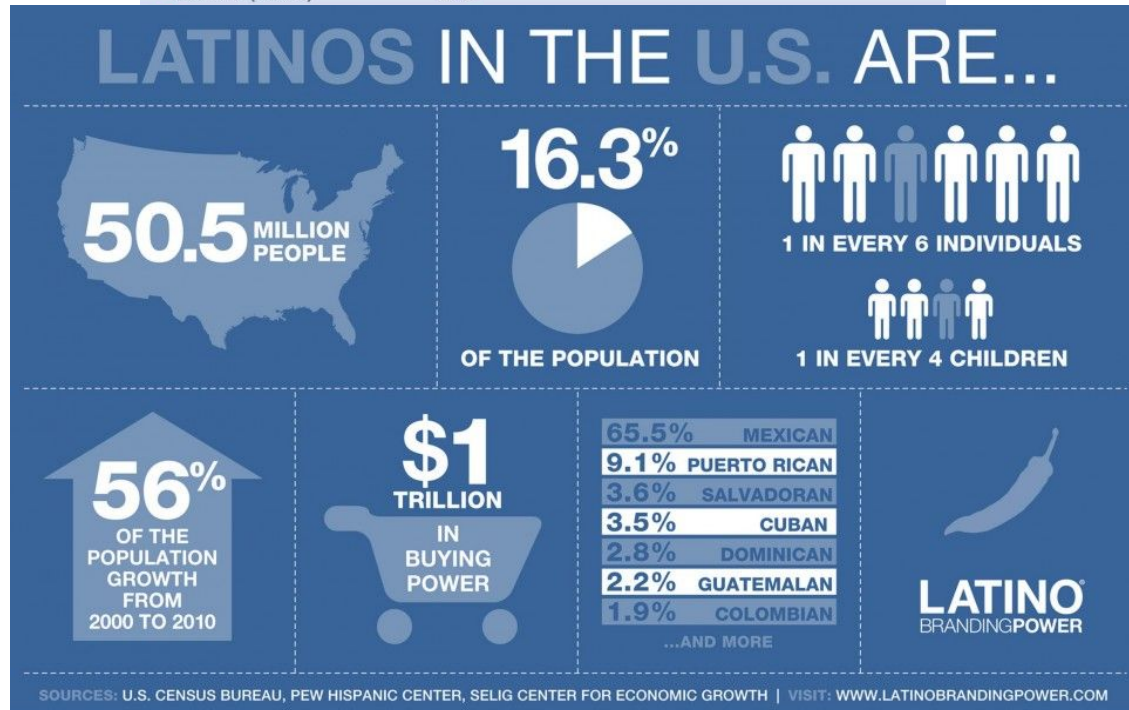
**13.8%**  
Hispanos de 25 años  
o más con licenciatura.

**1.3 millones**  
Hispanos con títulos  
avanzados (maestría,  
especialidad o doctorado).

NTX

Fuente: Census.gov, Discurso de Barack Obama sobre el mes de la hispanidad (usembassy.gov/investigacion; Jennifer Rosado Martínez y Monica I. Fuentes Pacheco  
Edición: Monica I. Fuentes Pacheco; Diseño y Arte Digital: Alberto Nava Consultoría





## ESTEREOTIPOS LATINOS EN LOS MEDIOS DE E.E.U.U.

### ESTEREOTIPOS LATINOS EN LOS MEDIOS DE E.E.U.U.



Porcentaje de los encuestados que usualmente ven a los latinos representados en este rol

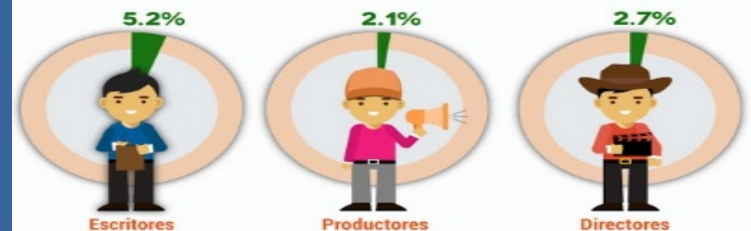
### PROFESIONES POCO COMUNES DE LATINOS EN ROLES ESTEREOTÍPICOS EN PELÍCULAS Y TV



Porcentaje de los encuestados que usualmente ven a los latinos representados en este rol



### EL PORCENTAJE DE LATINOS EN ROLES "DETRÁS DE CÁMARAS" EN LA TV



Los latinos tienden aprox. 5x menos a trabajar en un rol detrás de cámaras



5X MENOS

## Unit II: Childhood & Life Stages

# ¿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



# **POR QUÉ NECESITAMOS EDUCACIÓN FINANCIERA** **¿CUÁNTAS DECISIONES FINANCIERAS TOMAS A LO LARGO DE TU VIDA?**

## **INFANCIA**

Abre primera CUENTA BANCARIA,  
tu primer libro de pagos.

Aprende a administrar las  
DECISIONES DE CONSUMO de  
tus padres.



## **NIÑEZ**

¿CÓMO se maneja el dinero?

Aprender a ejercer el  
control del dinero.

El primer ahorro.



## **ADOLESCENCIA**

¿Entiendo la inflación?

¿CÓMO economizar al comprar para primeros?



¿Entiendo las DECISIONES de CONSUMO?

¿CÓMO funcionan los TARJETAS?

¿Cuándo puedo FICHA para una compra?

¿Entiendo la FIDELIA económica?

¿Para qué sirven los APORTE?

## **MEDIANA EDAD**

¿Entiendo los FONDOS?

¿Qué DECISION FINANCIERA afectan los bancos?

¿CÓMO se maneja el dinero?



¿CÓMO puedo gastar el FONDOS los CREDITO?

¿Cómo se maneja el dinero en FONDOS de FONDOS?

¿Cómo se maneja el dinero en FONDOS de FONDOS?

¿Cómo se maneja el dinero en FONDOS de FONDOS?

¿Cómo se maneja el dinero en FONDOS de FONDOS?

¿Cómo se maneja el dinero en FONDOS de FONDOS?

¿Cómo se maneja el dinero en FONDOS de FONDOS?

## **VEJEZ**

¿Cómo puedo manejar el dinero?

¿Cómo puedo manejar el dinero en FONDOS?

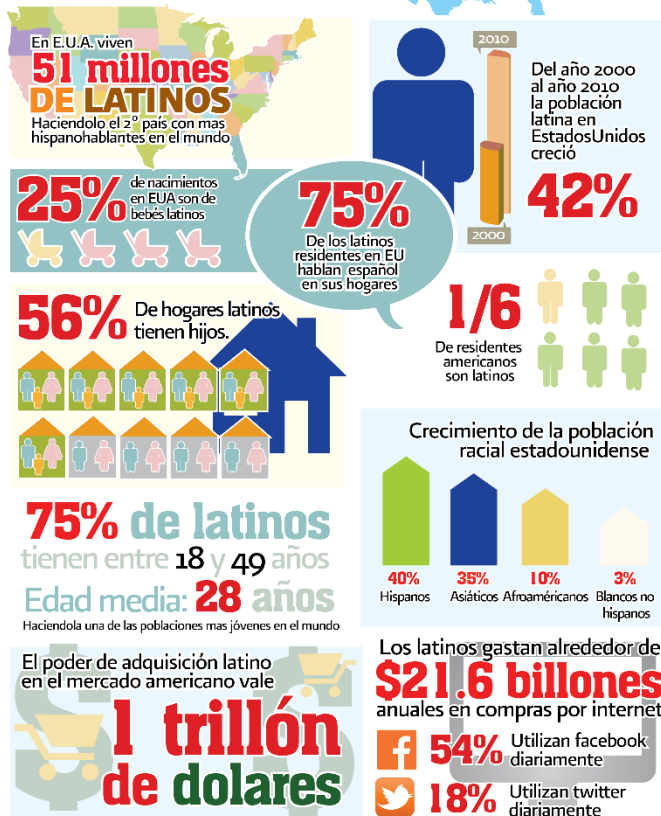


¿Qué FONDOS de FONDOS y FONDOS de FONDOS?

¿Cómo se maneja el dinero en FONDOS de FONDOS?

¿Cómo se maneja el dinero en FONDOS de FONDOS?

# Los LATINOS EN E.U.A.









¡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.



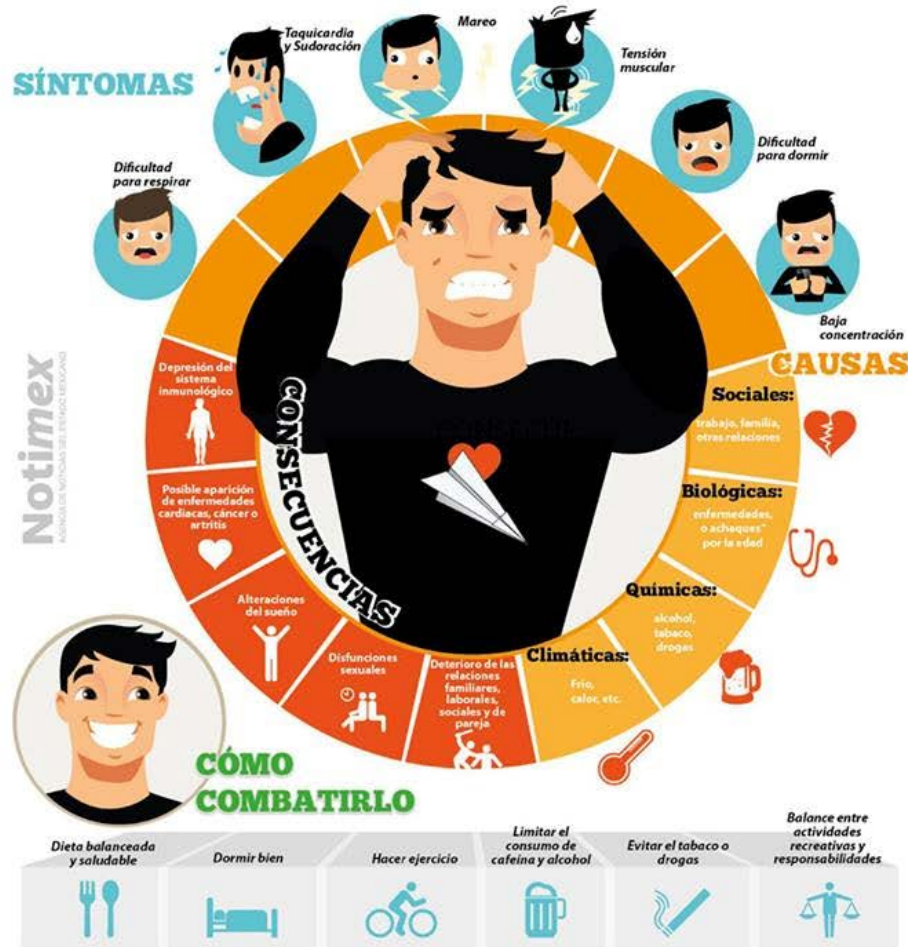
## ESTRÉS DIGITAL

- 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 benéfico 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



Agosto 2015 **Las emociones y la afectividad mejoran los niveles de atención** M<sup>º</sup> de Lourdes Fernando Rodríguez

## ESTRATEGIAS QUE PUEDEN INCREMENTAR LA ATENCIÓN EN CLASE

Como docente puedes:

<ul style="list-style-type: none"> <li>Despertar interés por el contenido y propiciar una actitud positiva.</li> </ul> <b>ACTITUD POSITIVA</b>	<ul style="list-style-type: none"> <li>"Conectar" el estudio de los contenidos con los intereses y motivaciones profesionales /personales.</li> </ul> <b>MOTIVACIÓN</b>
<ul style="list-style-type: none"> <li>Planificar la sesión formativa teniendo en cuenta "tiempos" de dificultad, concentración, actividad y descanso.</li> </ul> <b>PROGRAMACIÓN</b>	<ul style="list-style-type: none"> <li>Implicar al alumnado en su propio proceso de aprendizaje, favoreciendo su participación.</li> </ul> <b>ESTUDIO ACTIVO</b>
<ul style="list-style-type: none"> <li>Favorecer el aprendizaje desde diferentes canales perceptivos.</li> </ul> <b>CANALES DE INFORMACIÓN</b>	<ul style="list-style-type: none"> <li>"Implicar" las emociones para favorecer un "aprendizaje vivencial".</li> </ul> <b>EMOCIONES</b>

*Intentar:*

**Tip 1** Maximizar motivaciones internas

**Tip 2** Minimizar interrupciones externas

**Tip 3** Planificar tareas de distinta complejidad

DOCENCIA FPE ---2015 @MLourdesFR

## \* 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

ea educa y aprende

www.educayaprende.com

## 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 IV: Sports and Recreation

Los diez jugadores mejor pagados del mundo

Cristiano Ronaldo es el sexto jugador mejor pagado del mundo. Además de por Messi y Neymar, Tévez, Óscar y Lavezzi superan al cinco veces ganador del Balón de Oro y actual The Best en salario anual.



## Fútbol 2019: millones de mujeres involucradas

Las previsiones de la FIFA auguran que en el año 2019, coincidiendo con la disputa del próximo Mundial femenino de fútbol en Francia, '45 millones de mujeres y niñas estarán activamente involucradas en el juego'.

### Los diez mejores equipos de fútbol femenino



### En 2015

130 asociaciones fueron beneficiadas de los Programas de Desarrollo de Fútbol Femenino. 451 actividades enfocadas en este deporte.

### Cada asociación

Debe contar con un plan para las mujeres y las niñas.

### Lo que hace la FIFA

Verificar los planes en Zúrich. Brindar apoyo con experiencia y conocimientos. Dar asistencia financiera y material para el fútbol base, las ligas y categorías juveniles.

### Live Your Goals

Iniciativa en la que 50 federaciones de todo el mundo solicitaron participar. 300.000 niñas y jóvenes entre 6 y 15 años han participado desde 2011.

### Mujeres en el Balón de Oro 2015

**Jillian Ellis** (EE.UU.)  
Mejor entrenadora del mundo

**Carli Lloyd**, (EE.UU.)  
Mejor jugadora del mundo



# Día Mundial de la salud

## Información de interés

- 1 Se trata de un día que conmemora la fundación de la Organización Mundial de la Salud
- 2 Cada año se elige un tema de interés prioritario para la OMS
- 3 El tema eje de este año es la DIABETES

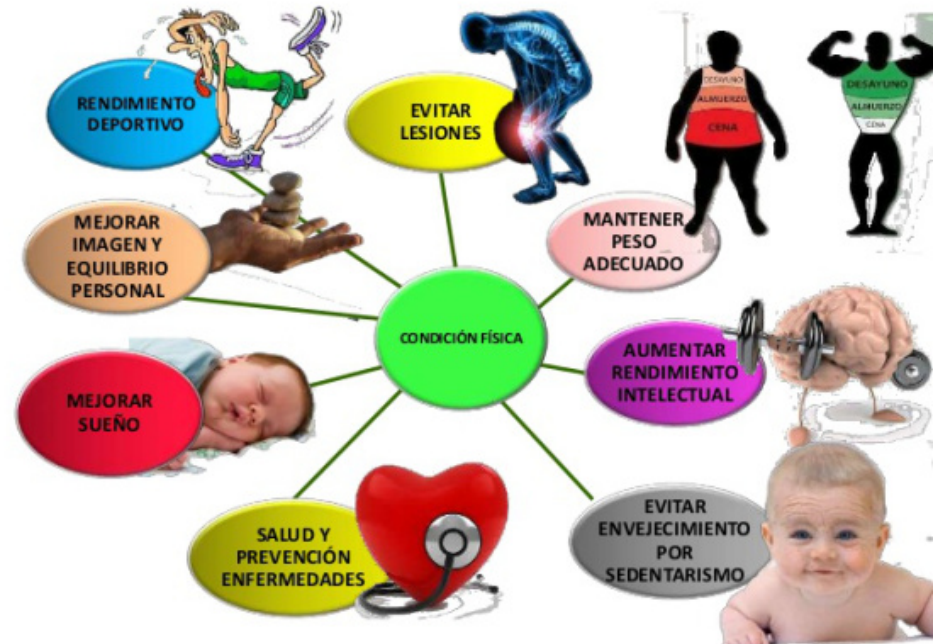
## Recomendaciones:



## Chequeo médicos:

Infantes	Adolescentes	Mujer	Mujer embarazada	Hombre	Adulto mayor
<ul style="list-style-type: none"> <li>Primera visita al pediatra</li> <li>Control de crecimiento</li> <li>Aplicación de vacunas</li> <li>Alimentación balanceada.</li> </ul>	<ul style="list-style-type: none"> <li>Control de desarrollo</li> <li>Alimentación balanceada</li> <li>Control pediátrico.</li> </ul>	<ul style="list-style-type: none"> <li>Control ginecológico anual</li> <li>Despistaje de cáncer de cuello uterino.</li> </ul>	<ul style="list-style-type: none"> <li>Control prenatal</li> <li>Control de gestación</li> <li>Preparación para el parto.</li> </ul>	<ul style="list-style-type: none"> <li>Évaluación de la próstata (visita al urólogo)</li> <li>Evaluación física y de laboratorio</li> <li>Prevención de enfermedades.</li> </ul>	<ul style="list-style-type: none"> <li>Prueba para detección de enfermedades crónicas</li> <li>Valoración física, nutricional, psicológica y social.</li> </ul>

## BENEFICIOS DE UNA BUENA CONDICIÓN FÍSICA





## Unit V: Life's Journey

*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°  
y norteadad°  
cruzando fron-  
teras crossing  
20 San Andreas  
tartamuda°  
y mareada°  
where you from?  
soy de aquí  
25 y soy de allá  
I didn't build  
this border  
that halts me  
the word from  
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!

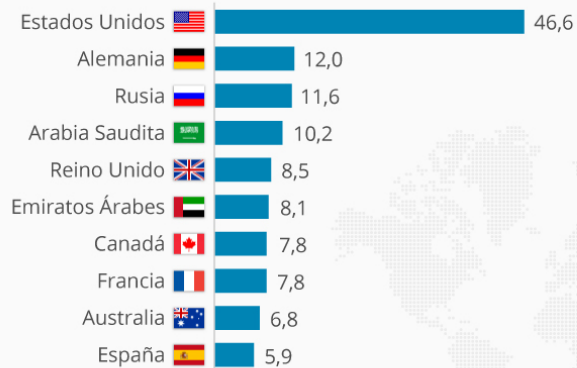




## Mayores países receptores y emisores de migrantes

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

### Los mayores países receptores



### Los mayores países emisores



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Fuente: Naciones Unidas

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