

AERO: Cuba, Tracy Swecker Jaeger

Subject/Course:	Spanish 3-Advanced
Grade Level:	10-three years of experience
Topic/Concept:	Cuba and the Cuban American Experience
Estimated Time Required:	2 weeks
Developed by:	Tracy Jaeger

Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

A. COMMUNICATION

(interpersonal, interpretive, presentational)

- 1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.
- 1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.
- 1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

B. CULTURES

- 2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.
- 2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

C. CONNECTIONS

- 3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.

2. What are the enduring understandings that this unit is built upon?

1. Our individual identity is unique and reflects our origins and our interactions and experiences with others.
2. Immigration is a personal journey involving significant sacrifice, challenge, and hope.
3. The relationships that the United States has with other countries are multifaceted, involving historical, economic, and political elements. They are both positive and negative and continue to affect us.
4. Understanding the origins, the heroes, and lasting effects of a revolution is complex.
5. Multiculturalism manifests itself in the music, art, food, and in many customs.

3. What essential or unit questions will prompt curiosity and focus?

1. What do you already know about Cuba?
2. How does geographical setting influence the United States' relationship with Cuba?
3. How would you compare Cuba's relationship with the United States with the relationship between Puerto Rico and the United States, which we explored last year?
4. How do the history and the political chapters of Cuba define its present circumstances?
5. What is self-identity? For an immigrant, does it come from one's country of birth and/or where he/she was raised? Why?
6. What does it mean to be bilingual and bicultural?
7. How can one learn from others' experiences?

In the context of this unit, what specific knowledge or skills do you want the students to acquire?

A. Knowledge	B. Skills (Students will...)
Geography of Cuba and how it has shaped its history	develop their empathy/appreciation for other cultures
Important historical periods and cultural practices and perspectives in Cuba	further explore their own individual identity and how it is connected to other cultures
The nature of the relationship between the United States and Cuba	exchange, discuss, and debate individual perspectives on a variety of topics
The unique challenges Cuban Americans in the United States encounter and endure	engage with other disciplines such as history, art, and music in their discovery of Cuban history and culture
Current events in Cuba Fidel Castro's health, Rail Castro's leadership, recent plans to pursue a freer economy	Review and use the past tenses learned (imperfect/preterit) correctly in context
	Explore, memorize, practice the forms and uses of the subjunctive mood in the present tense

C. Vocabulary:

- Vocabulary related to the topic of immigration
- Vocabulary from each student's presentation about various aspects of Cuban history and culture
- Vocabulary from readings and videos about Cuba
- Verbs of doubt, emotion, influence which trigger the use of the **subjunctive mood**

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

After working through the formative assessments, the summative assignment will be a presentation about a particular topic involving Cuba. Among the various areas students may consider are the following:

Early Cuban history before the Revolution
The Cuban Revolution
Fidel Castro
The Bay of Pigs
The Cuban Missile Crisis
Los Marielitos
Guantánamo Bay
Cuba's present relationship with the United States
Cuban food, music, sports

Students may select another topic of their choosing as well. Each student will serve as the teacher for a 5-10 minute presentation. They may include visuals and other tools. They **MUST** have a handout for each of their classmates. The handout will include 3-5 general bullet points about their topic to help comprehension, 2-3 follow-up questions to test their students' mastery of the topic, 5-10 critical vocabulary words which all students are responsible for learning. Students will ask follow-up questions of the presenter in order to include more interpersonal communication.

2. Provide the scoring guide/rubric for the culminating task (summative assessment).

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Task Completion	Minimal preparation and completion of the assignment as given and/or mostly incorrect information	Partial completion of the task, but missing pieces, such as handout and vocabulary and/or incorrect information presented	Completion of all areas of the task accurately and appropriately	Superior completion of all elements of the task; presentation includes ample elaboration
Comprehensibility	Barely comprehensible	Mostly comprehensible, yet requires some interpretation on part of listener	Presentation is comprehensible, with little to no interpretation required	Readily comprehensible and requires no interpretation or clarification
Fluency	Speech halting and uneven with long pauses or incomplete thoughts presented	Frequent pauses, choppy speech and/or incomplete thoughts	Some hesitation, but manages to complete thoughts with reasonable fluidity	Speech is continuous with few pauses or stumbling
Vocabulary	Inadequate or inaccurate use of vocabulary	Somewhat inadequate and/or inaccurate vocabulary	Sufficient and accurate vocabulary	Rich and accurate vocabulary
Pronunciation and Intonation	Frequently interferes with communication	Occasionally interferes with communication	Little to no obstacle in communication	Enhances communication
Language Control	Inadequate and/or inaccurate use of basic language structures	Emerging use of basic language structures	Reasonable control of basic language structures	Full control of basic language structures and inclusion of more complex structures

Instructional Plan:

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Day 1

Introduction of Cuba

- Conversation –Small groups in a brainstorming session about any relevant information (past and present) about Cuba. What do students already know about Cuba?
- Full class review of Puerto Rico (recently studied) and how Cuba and the experience of Cuban Americans may compare/contrast with Puerto Rico and the Puerto Rican experience.
- Video from *Destinos* which offers a glimpse of the relevant historic periods of Cuba and of the experience of Cuban immigrants living in Miami. Further exploration of one of the characters in a *Destinos* episode, Ofelia, who emigrated as a Marielito.

Homework

- Reading from *Destinos* text, “*los cubanos en los Estados Unidos*”
- Consideration of bigger ideas to consider and comment on in class

Day 2

- Review of reading about Cubans living in our country
- Consideration of “the experience of an immigrant”
- Further exploration of other characters in *Destinos*
- Review/practice of the subjunctive mood in noun clauses with the use of triggers (doubt, emotion, influence)

Homework

- Reading about *Ofelia* in *Destinos* workbook and creation of 4 questions for classmates in the form of multiple choice
- Write 8 sentences using the subjunctive/indicative moods to reflect the information in the reading about Ofelia and her experience leaving Cuba and living in the US

Day 3

- **Quiz** – reading comprehension
- Reading from Next Year in Cuba (1995): Gustavo Pérez Firmat

Homework

- Read article again and prepare a short oral (a few ideas) about the concept of identity as it relates to immigration

Day 4

- Conversation (groups of 2 and then as a class) about identity and immigration
- Further exploration of this topic through a documentary film, **Voices from Mariel**, which includes Marielitos and their personal accounts of leaving their homeland to come to the US.

Homework

- Review exercises with the subjunctive/indicative moods in noun clauses
- The creation of 8-10 sentences about the video, using the subjunctive/indicative moods in noun clause.

Day 5

- Finish video (more listening comprehension)
- Explore and assign various topics for an oral presentation

Homework

- Study for a grammar quiz (subjunctive/indicative moods in noun clauses)
- Begin investigating presentation topic

Day 6

- **Grammar quiz**
- Continue to explore topic to be presented

Homework

- Prepare presentation

Day 7

- Work on presentation with laptops in class and with my help

Homework

- Complete preparation of presentation (including handouts and visuals)

Day 8 and Day 9

- **Presentations**

Homework

- Review all handouts and topics presented in order to be prepared to comment on any of them

Day 10

- In groups, review of each topic to be sure that all students have comprehended the various presentations. This comprehension will also be tested on a major written assessment in the form of short questions and an essay topic. These questions will ask students to not only understand the facts and vocabulary, but to be able to express themselves on the more personal areas of identity and with the use of the grammar structures studied.

