

Unit #5: MÉXICO / MEXICO

Content Area: **World Language**
Course(s): **Spanish III**
Time Period: **May**
Length: **Approximately 7 weeks**
Status: **Published**

Unit Overview:

In this unit students will learn about the geography, history, and culture of México. In addition, students will learn correct usage of reflexive verbs, passive voice, present perfect and pluperfect, present subjunctive and object pronouns in sentences and paragraphs using a variety of verb tenses.

Essential Questions:

- How do I express needs and desires of the Mexican community in the area in which I live?
- What are some similarities and differences between the USA and México?
- How have some historical events have affected our relationship with México?
- How do I understand short conversations, narratives, interviews, using the present progressive tense?
- How do I describe and understand written material based on everyday situations - newspapers, recipes, instructions intended for use by Spanish-speaking people as well as literary pieces that are written in the present progressive tense?

Enduring Understandings:

- Geography, history, culture and literature of Mexico has an impact on students perspective of the world around them.
- The present progressive tense in Spanish will provide the necessary structures essential for the 4 skills in a foreign language: listening, speaking, reading or writing
- Reading short stories, newspapers and internet sources which include the present progressive tense is the best preparation for understanding written material.
- Learning how to use the future tense in Spanish, will prepare students to write and express orally their thoughts in formal and informal settings.

Standards/Indicators/Student Learning Objectives (SLOs):

- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests

and cultural contexts.

- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age and level-appropriate culturally authentic texts.
- Identify characteristics of the home and target culture communities as found in culturally authentic materials.
- Identify the main idea and other significant ideas associated with how people immigrate and emigrate in a community as found in age- and level- appropriate culturally authentic material from the target culture.
- Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.
- Retell highlights from age and level appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.

WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and

those facing the students' own regions.

Lesson Titles:

- Vocabulary
- History, geography, and culture of Mexico
- Conversacion
- Periodismo
- Reflexive verbs
- Passive voice
- Present perfect and pluperfect
- Present perfect subjunctive
- Object pronouns
- Chapter review

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Critical Thinking & Problem Solving
- Information Literacy
- Media Literacy
- Communication and Collaboration
- Life and Career Skills

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections:

- Social Studies
- Sociology
- Language Arts

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly

fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.2.1	Students will describe the components of culture.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.2.1	I & me
SOC.9-12.3.2.4	Identity
SOC.9-12.3.3.1	Reference groups

SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.1	Students will identify common patterns of social inequality.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.3.1	Distribution of power through social institutions

Equity Considerations:

Amistad Mandate

Topic: Afro-Latinos Contributions (highlight specific Afro-Latinos from the specific country of this unit)

- Elizabeth Catlett: Elizabeth was an afro-mexicana artist, who's work is a mixture of abstract and figurative in the Modernist tradition, with influence from African and Mexican art traditions.

Materials Used: PowerPoint Presentation (Afro-Latinos), Famous Afro Latino project, On-line authentic resources, videos, articles, info-graphs, visual literacy activities

Addresses the Following Component of the Mandate:

- Contributions of African Americans to our Society

Holocaust Mandate

Topic : Rejecting stereotypes in Mexico

Materials Used: PowerPoint Presentation (Example: costumes that represent stereotyped groups), AP Temas textbook, on-line authentic resources, videos, articles, info-graphs, visual literacy activities and critical

thinking discussion questions

Addresses the Following Component of the Mandate:

- Bias
- Bullying
- Bigotry
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Frida Kahlo (Feminist and Surrealist painter who suffered from a disability called poliomyelitis)

Materials Used: PowerPoint Presentation, On-line authentic resources, AP Temas Textbook, videos, articles, info-graphs, visual literacy activities

Addresses the Following Component of the Mandate:

- Political
- Social

Climate Change

Topic: Global Challenges in Mexico

- climate change
- environmental concerns

Materials Used: PowerPoint Presentation, AP Temas textbook, on-line authentic resources, videos, articles, info-graphs, visual literacy activities, and critical thinking discussion questions

Addresses the Following Component of the Mandate:

- Economic
- Political

Asian American Pacific Islander Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Summative Assessment:

- Written Presentational Communication task: Subjunctive
- Written Interpersonal Communication task: Email Reply
- Spoken Interpersonal Communication: 2 minute recorded conversation stimulus task
- Spoken Interpersonal Communication: Cultural Comparison Presentation
- Written and print interpretive communication task
- Print, Audio, Visual, and Audiovisual interpretive communication task
- Vocabulary/Grammar Quiz
- Chapter Test
- Marking period assessment # 4

Resources & Materials:

- Textbook, workbook, CD audio - Buen Viaje 3 Spanish (Glencoe)
- Avancemos 3 Textbook
- AP Diaz workbook
- Temas textbook
- Abiendo Paso Textbook
- Grammar textbooks/review packets
- Flash Cards
- White Boards
- Chromebooks
- Promethean board
- Powerpoint Presentations
- Youtube videos
- Digital Recording website

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Read, identify, and discuss the geography, history, and culture of Mexico (Understanding)
- Identify, formulate, and apply grammatical rules for present progressive tense to talk about the future and to speculate in oral and written exercises. (Evaluation)
- Identify, formulate, and apply grammatical rules to indicate that an event is going to happen in the immediate future and other ways of expressing plans and desires for the future.(Evaluation)
- Identify, formulate, and apply grammatical rules to use the direct and indirect object pronouns to refer to people and things already mentioned.(Evaluation)
- Identify, formulate, and apply grammatical rules to form questions and give answers relating to the Imperative.(Evaluation)
- Identify, formulate, and apply grammatical rulesto use the present, past (imperfect) and future progressive forms.
- Listen to and understand culturally authentic materials using the progressive tenses and imperative mood (Knowledge)
- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age- and level-appropriate culturally authentic texts (Understand)
- Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level- appropriate culturally authentic material from the target culture (Understand)
- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words (Understand)
- Infer the meaning of highly contextualized unfamiliar spoken or written words contained in culturally authentic materials (Apply)
- Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize (Synthesize/Evaluate)
- Recognize and use some gestures and idiomatic expressions (Understand)
- Demonstrate comprehension of short conversations and brief written messages (Synthesize/Evaluate)
- Give and follow oral or written directions for performing an authentic cultural activity (Apply)
- Demonstrate comprehension of a series of oral and written directions, commands, and requests
- Exchange information gathered about creative environmental products and practices using digital tools (Synthesize/Evaluate)
- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with products and practices of the target culture(s) (Apply)
- Delsea one
- SWAG

Formative Assessment:

Warm Up

- lunes Lenguaje - Spanish writing prompt on the theme covered in class
- martes Musical - Spanish Song on the theme covered in class
- miercoles de Escuchar - Listening Activity on the theme covered in class

- jueves noticias - Current News article on the theme covered in class
- viernes cultural - Cultural Video or fact on the theme covered in class

Anticipatory Set

- Songs: aligned with lesson topics
- Videos
- Writing Prompts
- Authentic listening activity
- News Articles
- Authentic conversation practice
- Grammar practice
- Fishbowl activity
- Koosh Activity
- Categorize vocabulary words
- KWL
- Whiteboard review games/practice
- Kahoot
- Quizlet Live
- Quizalize
- Silent Ball
- Quizizz
- Gimkit
- Padlet

Other Possible Formative Assessments Appropriate to the Lesson

- Classwork
- Homework
- Test
- Quizzes
- Emails
- Cultural Comparison
- Argumentative Essay
- KWL on topic
- Activities using vocabulary in context
- Grammar Activities
- Interpersonal Conversation prompts
- Google Classroom Questions/Activities
- Pair and Share partner activities
- Teacher observation/Guided practice
- Answering questions in each theme in Spanish using complete sentences
- Listening Comprehension Activities
- Reading Comprehension Activities
- Class discussions/participation
- Writing prompts
- Whiteboards Activities
- Conjuguemos
- Jigsaw reading

- Kahoot
- Gimkit
- Quizizz
- Quizlet
- Current Events
- Role play: Plan a trip to Mexico. Discuss what are you plans, what historical sites you're going to visit, hotel accommodations etc.
- Pair activity: Compare the climate of Mexico: identifica unas cosas geográficas y climáticas que México y Estados Unidos tienen en común.
- Oral test: En tus propias palabras relata una leyenda de los indígenas de México.
- Essay: La vida del líder mexicano Benito Juárez, un humilde indígena de Oaxaca, es una historia interesante. Haz unas investigaciones sobre este personaje tan estimado.

Closure

- Exit ticket
- Padlet
- 3-2-1
- Summary
- Debriefing/Oral questioning
- Hot seat (rapid fire questions)
- Discussion questioning and answers
- Worksheet guided review practice
- Gimkit, Kahoot, Quizlet

Modifications

ELL Modifications:

- Bilingual Directions
- Delsea one
- Extra time for assignments
- Intentional grouping with students who can assist ELL student
- Repeat, reword, clarify
- SWAG
- Use graphic organizer
- Use visuals

IEP & 504 Modifications:

- 1:1 Student Speaks with Teacher only
- Accompany readings with visuals and some translations
- Allow student to have access to the listening source to be able to listen to multiple times
- Allow use of computer for taking notes
- Appropriate scaffolding
- Breaking larger readings into shorter segments
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Delsea one
- Duolingo.com (Student paced language practice)
- Edpuzzle (Allow students to watch videos with teacher annotations)
- Extra time for assignments
- FlipGrid (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- Pre-reading activities (May include visuals, background knowledge, cultural information)
- Preferential seating
- Provide an alternate assessment (written)
- Providing paraphrased or modified reading materials at the student's reading level
- Re-test
- Read aloud books or stories for comprehension
- Reading 1:1 (with teacher or student)
- SWAG
- Use of a scribe or talk-to text
- Word banks, multiple choice, matching questions help when possible with visuals

G&T Modifications:

- Additional real life speaking activities
- Argumentation and debate
- Authentic realia activities
- Delsea one
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Extended listening passage and activities.
- Extended reading passages with comprehension questions
- Free Response Question (FRQs) - both written and oral
- Free Response Question (FRQs) - both written and oral
- Journal article analysis
- Student led/directed discussions
- SWAG

- Writing activities with concentration on advanced grammar

At Risk Modifications

- Appropriate scaffolding
- Delsea one
- Goal Setting
- Hands on Activities
- Parent Involvement/Communication
- Preferential Seating
- Repeat, Reword, Clarify
- SWAG
- Visuals
- Word Bank

Technology Materials and Standards:

- Duolingo - www.duolingo.com
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- BBC mundo - www.bbcmundo.com
- Listening Activities - www.laits.com
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- College Board AP Spanish Language and Culture Website/Classroom
- Flipgrid - <https://flipgrid.com/>
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>
- Podcasts- www.notesinspanish.com
- www.unitedstreaming.com (discovery channel)
- youtube links on topics learned (video, grammar review)
- [Duolingo](http://www.duolingo.com) (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- [Edpuzzle](http://www.edpuzzle.com) (Using videos as assessments)
- [Kahoot.it](http://www.kahoot.it) (Vocabulary/Grammar Review - Jumble and Quiz Games)
- [Quia.com](http://www.quia.com) (Vocabulary/Grammar Games)
- [Quizalize](http://www.quizalize.com) (Vocabulary/Grammar Games)
- [Quizizz](http://www.quizizz.com) (Vocabulary/Grammar Games)
- [Quizlet.com](http://www.quizlet.com) (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- [Screencastify](http://www.screencastify.com) (Oral projects)
- [Spanishlistening.org](http://www.spanishlistening.org), utexas spanish proficiency (Spanish listening Activities)

- Studyspanish.com (Grammar Review)

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.12.B.CS2	The effects of technology on the environment.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.