

# Unit 02: Que significa ser Hispano? y el trato con los demas

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 2

<b>Unit Title:</b>	¿Qué significa ser Hispano? y el trato con los demás
<b>Suggested Duration:</b>	9 weeks

## Interdisciplinary Connections

Interdisciplinary Connections
<p><b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b></p> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<p><b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a></p>
<p><b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a></p>
<p>History: Cause and dates of big migratory movements to United State of America.</p>
<p>Social Studies/Math: U.S. Population and percentages, repercussion on elections.</p>
<p>Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.</p>

## Technology Integration

Technology Integration
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.com/>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es>

<http://www.rutaele.es/a2/>

## **Standard(s) Addressed**

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### Standard 7 [World Language](#)

- 7.1 World Languages 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.

### Standard 7 [Climate Change Education](#) (World Language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

### Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as

critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

## STAGE I Desired Results

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<i>Students will be able to independently use their learning to...</i>	
to evaluate the integration of immigrant culture into the United State’s culture.	
<b><i>Mastery</i></b>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real-world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Learning languages provides connections</li> </ul>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• What does being Hispanic mean to me?</li> <li>• What are the advantages and disadvantages of being Hispanic in the United States?</li> <li>• How is my background important in my life and how it can influence my future?</li> </ul>

<p>to additional bodies of knowledge.</p> <ul style="list-style-type: none"> <li>• Learning languages allows students to realize there are multiple ways of viewing the world.</li> <li>• Language students have the ability to participate in multilingual communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do people immigrate?</li> <li>• How does language affect my life?</li> <li>• What are the advantages of knowing more than one language in the United States?</li> <li>• Are all foreigners/immigrants seen the same way through the eyes of an American?</li> <li>• What can I offer as an Immigrant to the United States?</li> <li>• How can I adjust to cultural values in a new country?</li> <li>• How different are the first and second generations of immigrants?</li> <li>• How the idiosyncrasy of a nation is reflected in the treatment of its people?</li> </ul>
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**Acquisition**

<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> <li>• The history of their country of origin.</li> <li>• The history of immigration to the United States of Hispanic groups.</li> <li>• The laws that affect minorities In the United States.</li> <li>• Important Hispanic people and famous storytellers with their experience as immigrants.</li> <li>• The general rules of grammar and spelling in Spanish.</li> <li>• The different Hispanic groups in the United States, their population, geographic location, and achievements as a group.</li> </ul>	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> <li>• Recognizing important Spanish-speaking people who affect the Hispanic population in the United States.</li> <li>• Discussing topics related to immigration issues.</li> <li>• Discussing immigration laws in the United States and their own country.</li> <li>• Explaining reasons why various immigrant groups come to the United States.</li> <li>• Expressing opinions about real situations of famous immigran</li> </ul>
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## STAGE II Assessment Evidence

Practice	Assessments
<ul style="list-style-type: none"> <li>• Define the <a href="#">vocabulary words</a></li> <li>• Read “Cajas de Cartón” by Francisco Jiménez</li> <li>• <a href="#">Antes de Leer</a>. Activity 1</li> <li>• <a href="#">Antes de Leer</a>. Activity 2</li> <li>• <a href="#">“Una Selección”</a></li> <li>• Reading comprehension <a href="#">Cajas de cartón 1th part</a></li> <li>• Comprehension <a href="#">Analysis</a></li> <li>• Graphic organizer/diagram “Mente Abierta”.</li> <li>• Comprehension <a href="#">“Cajas de Cartón” 2nd part</a></li> <li>• Cajas de Cartón <a href="#">2nd part Analysis</a></li> <li>• Review <a href="#">Second part Análisis</a></li> <li>• Writing activity <a href="#">Cajas de Cartón</a></li> <li>• <a href="#">La Gozadera</a></li> <li>• <a href="#">Dramatization</a></li> <li>• Article <a href="#">“Los niños que viajan a los Estados Unidos”</a> Reading comprehension</li> <li>• Online research “Migración Mexicana hacia los Estados Unidos”</li> <li>• Listen and interpretation of Ricardo Arjona’s song <a href="#">“Mojado”</a>.</li> <li>• Interpretative Comprehension <a href="#">Así somos y así nos saludamos.</a></li> <li>• Interpretative Comprehension <a href="#">El vínculo de la amistad</a></li> <li>• Interpretative Comprehension <a href="#">¿Cuestión de léxico o filosofía?</a></li> </ul>	<ul style="list-style-type: none"> <li>• Interpretative/Presentational <a href="#">Assessment</a></li> <li>• Assessment <a href="#">Comprehension Cajas de Cartón</a></li> <li>• Grammar Assessment:               <ul style="list-style-type: none"> <li>• Assessment <a href="#">Preterit</a></li> <li>• Assessment Quizizz <a href="#">Preterito vs. Imperfecto</a></li> </ul> </li> </ul> <p>All courses follow a <a href="#">balanced assessment system</a> with Practice and Assessments.</p> <p>Other Evidence: formative daily assessments</p> <ul style="list-style-type: none"> <li>• Vocabulary Gaming</li> <li>• Oral activities               <ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Presentations, Dialogues</li> <li>• Class discussions</li> <li>• Answering yes and no, direct response questions using previously acquired vocabulary</li> <li>• Presentation both face-to-face and recorded of the Unit’s practices, products, and perspectives</li> </ul> </li> <li>• Listening activities               <ul style="list-style-type: none"> <li>• Watch videos in Spanish.</li> <li>• Listen to songs in Spanish.</li> <li>• Listen to short dialogues in both formal and informal Spanish and answer</li> </ul> </li> </ul>

- Vocabulary [“Bajo la misma luna”](#)
- Watch and discuss the movie “Bajo la Misma Luna”
- Graphic [organizer/comprehension](#) worksheet about the movie.
- Class discussion.
- [Quizizz Bajo la misma luna](#)
- Interpersonal activity [Temas para opinar](#) Bajo la misma luna
- [Writing Journal](#) “Bajo la misma luna”
- Reading and discussing the poem "[Two homelands](#)" by the Cuban José Martí.

questions about what they heard

- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

## Weeks 1-9

- Define the [vocabulary words](#) and use them in context.
- Interpretative reading “Cajas de Cartón” by Francisco Jiménez
- Interpretative comprehension - [Antes de Leer](#). Activity 1
- Interpretative comprehension - [Antes de Leer](#). Activity 2
- Interpretative comprehension - [“Una Selección”](#)
- List the vocabulary necessary for the comprehension of the story.
- Reading comprehension [Cajas de cartón 1th part](#)
- Reading comprehension [Analysis](#)
- Definition of the vocabulary. (synonyms/antonyms)
- Presentation - [sufijos diminutivos](#)
- Review [Preterit vs. Imperfect](#)
- [Quizlet test](#) preterit
- [Quizlet live](#)
- [Pretérito vs. Imperfecto Quizlet](#)
- Graphic organizer/diagram “Mente Abierta”.
- Comprehension [“Cajas de Cartón” 2nd part](#)
- Google presentation Preterit [-car, -gar, -zar](#)
- [Verbos en el pasado.](#)
- [cognados falsos en español](#)
- Interpretative comprehension - Cajas de Cartón [2nd part Analysis](#)
- Interpretative comprehension -Quizlet [Future practice](#)
- [Quizlet test](#) (future)
- Review the [Second part Análisis](#)
- Writing [Cajas de Cartón](#)
- Interpretative comprehension - [La Gozadera](#)
- [Dramatization](#)

- Interpretative comprehension - Quizziz [Preterit irregulars](#)
- Article [“Los niños que viajan a los Estados Unidos”](#) Reading comprehension
- [irregulars in present Spanish Unicorn](#)
- Online research “Migración Mexicana hacia los Estados Unidos”
- Listen and interpretation of Ricardo Arjona’s song [“Mojado”](#).
- Video [Preterit vs. Imperfect](#)
- [presentation](#) and review the past tense uses.
- Practices using the [presentation](#) and whiteboards.
- [“Juego de los dados”](#)
- Google slide presentation [Presente verbos con cambios](#)
- [Mis notas](#)
- [Quizlet](#) stem-changing verb practice.
- Interpretative activity [Audios](#)
- Presentational practice - Quizziz [Stem changing verbs](#) present tense
- Presentational practice - [Quizlet. live](#) irregular verbs.
- Interpretative - Listening to the [song](#)
- Interpretative Comprehension [Así somos y así nos saludamos.](#)
- Interpretative Comprehension [El vínculo de la amistad](#)
- Interpretative Comprehension [¿Cuestión de léxico o filosofía?](#)
- Video Presentational [Adjetivos calificativos.](#)
- Presentational practice - Liveworksheets [Present tense irregulars](#)
- Presentational Vocabulary [“Bajo la misma luna”](#)
- Watch and discuss the movie “Bajo la Misma Luna”
- Presentational practice - Graphic [organizer/comprehension](#) worksheet about the movie.
- Class discussion.
- Presentational practice - [Quizziz Bajo la misma luna](#)

- Interpersonal activity [Temas para opinar](#) Bajo la misma luna
- Interpretative activity - Edpuzzle 2 [Bajo la misma luna](#)
- Presentational practice [Writing Journal](#) “Bajo la misma luna”
- Presentational practice - Vocabulary game [Casino](#)
- Oral presentation.
- Presentation/debate on the connection and moral value of the reading, the movie, and the song
- Reading and discussing the poem "[Two Homelands](#)" by the Cuban José Martí.
- Using phrases of courtesy in dealing with others; using expressions to ask for information, expressing appreciation, agreement, surprise, and other emotions.
- Using exclamatory interrogative words and phrases to communicate.
- Distinguishing gender and number of nouns.
- Presentational practice using [adjectives and demonstrative](#) pronouns correctly.

### Modifications

#### How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ and students with 504 plans.

### Specific Resources for Unit

#### Specific Resources for Unit

- Google Apps For Education (GAPE)
  - Maps
  - Sites
  - Forms
  - Drive
  - Classroom
  - Slides

- Add ons
- Internet
  - Youtube.com videos for aural comprehension and grammar tutorials
  - Quizlet.com
  - Wordreference.com
  - Yabla.com
  - <https://www.laits.utexas.edu/spe/>
  - Audiolingua
  - Videoele
  - Flipgrid
  - Padlet
  - Socrative
  - Quizizz
  - Edpuzzle
  - Thinglink
  - LiveworksheetsAudiolingua
  - [Locura de marzo](#)
- Texts
  - Classroom Instruction That Works by Robert J. Marzano
  - Qué chévere 3
  - Spanish-English Dictionary
  - Workbooks
  - Authentic reading materials for comprehension exercises
- Teacher-created worksheets and information
- Technology
  - Chromebooks
  - Personal Devices/Phones

- Screencastify
- Viewsonic / myviewboard
- Loom
- Remind

## Diversity, Equity, & Inclusion

### Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication

## Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Climate Change Education

### ClimateChange Education

Enduring Understandings/Core Ideas

Performance Expectations

Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the [Core Idea and Performance Expectation](#) from NJDOE link above.