

Unit 01: Mitos y Leyendas

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Mitos y Leyendas
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Literature/History: The origin of myth and legend and its importance for the society.</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: 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> <p>Chromebook, SmartPhone, Viewsonic and digital interactive platforms</p> <p>Teacher-created digital presentations</p> <p>Review with teacher-created digital games and activities</p> <p>Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites</p>

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/>

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <p>explain the origin of myths and legends and its impact on past and present society.</p>	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing the world. • Language students have the ability to participate in multilingual communities. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Are family traditions important in my life? • Do I believe in my family stories? • Are family stories real? • How related are legends/myths/superstition/fait with science? • How important are those concepts in literature and human history?
<i>Acquisition</i>	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • What is a myth? • What is a legend? • The differences between myth and legend • Myths and legends of Spanish speaking 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Learning about myths and legends of Spanish-speaking countries • Discussing the stories • Reading different stories in from of the class • Comparing and contrasting different

<p>countries</p> <ul style="list-style-type: none"> • The histevaluationory of “mitos y leyendas” • Traditions of different countries • Are myth, legend, superstition, faith, and science related? • The general rules of grammar and spelling in Spanish 	<p>information</p> <ul style="list-style-type: none"> • Researching and presenting a story of a Spanish speaking country
--	---

Standard(s) Addressed

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.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 II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> • Listening comprehension of Spanish speaking people talking about personal experience • Vocabulary El soldado y la mujer • Vocabulario: Los árboles de las flores blancas Reading comprehension of “El Soldado y la Mujer” and “Los árboles de las flores blancas” • Group activity: Create/formulate and present a theory of the origin of the Legend/Myth and its importance on different civilizations. • Comprensión de lectura Los árboles de las flores blancas 	<ul style="list-style-type: none"> • Assessment on word definitions • Mi leyenda: Students will create puppets and present an original story to the class(as an oral presentation) • Evaluation-Algo Inesperado • Evaluation Unidad • Prueba de vocabulario. • Analysis of the video “La Leyenda del Espantapájaros”

- Reading comprehension of “El sombrero” [Vocabulary](#)
- Comprehension [El Sombrero](#).
- Comparación [Escritura](#)
- Students will discuss, analyze and synthesize the legend they will watch in a class by completing the listening task(I, IP)“[La llorona](#)”, “[La patasola](#)” “[La Santa Compañía](#)”, “[El silbon](#)” and “[El Pombero](#)”
- [present the perfect tense](#)
- [Presente Perfecto Practice](#)
- [Present perfect practice.](#)
- Quizziz [Presente Perfecto](#)
- The movie “Pan’s Labyrinth” (IL, P)
- [comprehension questions](#) about the movie.
- [Quizizz Laberinto del Fauno 1](#)
- [Quizizz Laberinto del Fauno 2](#)

- [El sombrero](#)
- Grammar quizzes
- [Assessment Presente perfecto](#)
- [Assessment](#) Pretent vs. Imperfect

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation both face-to-face and recorded of the Unit’s practices, products, and perspectives
- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer 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.

All courses follow a [balanced assessment system](#) with

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 sentence

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

- Definition of [Legend](#) and its importance in Literature/TV/Film world.
- [Vocabulary El soldado y la mujer](#)
- Watch, interpret and discuss the video “La leyenda del Espantapájaros”
- Reading comprehension of “El Soldado y la Mujer” (Leyendas con Canciones from Patti Lozano)
- Interpretive/Interpersonal Activity [El analizador](#)
- Spanish Heritage Month-[Spanish Speaking countries from HHM presentation](#)
- Interpretative reading comprehension of “Los árboles de las flores blancas” (Leyendas con Canciones from Patti Lozano)
- Interpretative reading comprehension of “El sombrero” (Leyendas con Canciones from Patti Lozano)
- Interpretative reading comprehension of “Sueños de la tierra”
http://issuu.com/miscositas/docs/sueños_de_tierra_-_pdf
- Interpersonal Group activity: Create/formulate and present a theory of the origin of the Legend/Myth and its importance on different civilizations.
- Project/research about myths/legends on Spanish-speaking countries to share with the class.
- Graphic organizer in groups to compare and contrast Superstition/Popular belief/ faith/science (¿Qué te Parece? book)
- Project in groups: Research/interview/presentation about superstitions in Spanish-speaking countries.
- Students will watch the video of “[La Leyenda del espantapajaros](#)” and answer comprehension questions.
- https://www.youtube.com/watch?v=_bHwgRz6IdM
- Students will listen to the song “Espantapajaros” by Ricardo Arjona fill out the blanks and compare and contrast with the video that they saw yesterday.(I, IP)

- https://www.youtube.com/watch?v=bEGL9pK_ZAI
- [Día de los muertos](#)
- Lectura Los árboles de las flores blancas (PDF)
- [Comprensión de lectura](#) Los árboles de las flores blancas
- Students will watch [the legends](#) “La llorona” ,
- Students will watch [the legends](#) “La patasola” “La Santa Compañía”.
- Students will discuss, analyze and synthesize the legend they will watch in a class by completing the listening task(I, IP)
- [“El silbon”](#) and [“El Pombero”](#)
- Students will discuss, analyze and synthesize the legend they will watch in a class by completing the listening task(I, IP)
- My own legend: the students will write and illustrate a legend to share with the class.
- The teacher will use a Google Slide presentation to int. [present the perfect tense.](#)
- Practica el [Presente Perfecto](#)
- [Presente perfecto .](#)
- [Present perfect practice.](#)
- Práctica en el paquete.
- Quizziz [Presente Perfecto](#)
- Preterit - Imperfect
- Liveworksheets [Pretérito vs. imperfecto](#)
- [Pretérito vs. imperfecto Quizizz](#)
- Practice [\(preterito indefinido\)](#)
- [Preterito perfecto y el Preterito indefinido](#)
- [Contraste de pasados](#)
- [Hoja de Práctica](#)
- The movie “Pan’s Labyrinth” (IL, P)
- Students will answer [comprehension questions](#) about the movie.

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, LGTBQ and students with 504 plans.

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAFE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides
 - Add ons
- Internet
 - Youtube.com videos for oral comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Aprenderespañol.org
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele
 - Flipgrid
 - Padlet
 - Socrative

- Quizizz
- Edpuzzle
- Gimkit
- Thinglink
- Liveworksheets
- SpanishUnicorn.com
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Teacher created practice assignments
 - Authentic reading materials for comprehension exercises
 - Qué chévere! 4
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
- Studyspanish.com
- Google classroom
- Musica.com
- La Leyenda del Espantapájaros(video de la internet)
- “Leyendas con Canciones” by Patti Lozano
- “¿Qué te Parece?” by James F. Lee, Darlene F Wolf, Dolly Jesusita Young and Paul Michael Chandler.
- People en Español

- “Tesoro Literario” Nivel Avanzado by Margaret Adey and Louis Albini.
- Story “Sueños de la tierra” (Internet story)

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.