Heritage Speakers Unit 1

Content Area:
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Targeted Standards

Interpretive Mode:

7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age□ and level□appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non□verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

Interpersonal Mode:

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age□ and level□appropriate classroom and cultural activities in familiar and some unfamiliar situations.

7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational Mode:

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia□rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2 Dramatize students□created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.C.4 Synthesize information found in age□ and level□appropriate

culturally authentic materials.

7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Rationale & Transfer Goals

This unit introduces students to the definition of "identity". Students will learn the importance of identifying their own cultural identity and background. Students will be able to recognize the history, cultural contributions and influence from our Hispanic roots. In addition, students will appreciate the differences in our culture, language, people and background.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

1. One can identify the cultural difference between Hispanics.
2. The importance of the Spanish language acquisition.
3. Understanding the differences between "Castellano" and "Spanish dialects".
4. The importance of the role that Hispanic Americans have played in the culture and growth of the United States.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

1. What is the importance in learning where we come from?
2. What are the benefits of learning Spanish?
3. How can I improve my heritage language understanding?
4. How learning my heritage language will improve my career in the future?
5. How does Spanish culture and traditions influence my interactions with people?

Content/Objectives

Content - What students will know

- Recognize the differences between “Castellano” and “Spanish dialects”.
- Spanish and Latin American cultural backgrounds.
- Who are Hispanics?
- Who are some famous Hispanic Americans?
- Culture in South America, Central America, and the Caribbean
- The definition of identity
- The geographic location of Spanish speaking countries and their regions.
- Cognates
- Descriptive adjectives
- Spanish idioms
- Benefits of multiculturalism.
- how to identify their demonyms/nationality.

Skills - What students will be able to do

- Research about “identity”.
- Make a Spanish idioms list and how to use them accurately.
- Identify vocabulary.
- Write about their own cultural identity.
- Make interviews with people from different Hispanic backgrounds and write an autobiography in the target language .

- Write an autobiography essay comparing the difference between their country and the United States.
- Make a list of notable Hispanic people and their contributions to American society.
- Recall and identify cognates and descriptive adjectives.
- Give examples of vocabulary words with the same meaning but are different in Spanish countries.
- Label the Spanish speaking countries and capitals on a map.

Instructional Activites

Evidence (Assessments) - How we know students have learned

- Interpersonal, interpretive, and presentational assessments
- Small groups Socratic seminar.

- Speaking, reading, and writing activities
- Group work: pair and share activities.

- Vocabulary quizzes.
- Comprehension quizzes.
- interactive worksheets (Wizer.me activities)

- Cooperative learning projects.

- The Breakdown Pyramid diagram
- Concept Mapping
- Entrance/Exit Tickets
- Formative Assessments

- Whiteboard activities
- Assignment Choice Board

Activities/Strategies - How we teach content and skills

Weeks 1-2:

● Introduce the new vocabulary

● Read “Variedades dialectales del español.” https://www.mosalingua.com/es/variedades-dialectales-del-espanol/

● Watch different videos related to Hispanic cultural identity. https://youtu.be/QePAmImu2wA

- Explain in your own words the definition of “Identity”.
- Write about your origin and what language they speak at home the most.
- “Los dos lados de mi vida” by Profe Nygaard. (My Hybrid life.

LOS DOS LADOS DE MI VIDA- digital version

Weeks 2-3:

- Read the lyrics and listen to the song “Latinoamerica” by Calle 13. Calle 13 - Latinoamérica
- Demonyms/nationality https://blog.lingoda.com/en/what-is-a-demonym-in-spanish/
- Review the Spanish
    - Speaking maps. https://www.123teachme.com/learn_spanish/spanish_speaking_countries
    - Write down a list of the words you recognize.
    - Describe the people in the video using descriptive adjectives.
    - Identify the Spanish speaking countries in the song.
    - Presentational assessment (choice board)

Weeks 3-4:

- Retell and write 5 important points of the story “Me encantan los Saturdays y los domingos” by Alma Flor Ada. https://www.savvassuccessnet.com/temp-images/scorm/rdg10/na/en/0-328-63553-7/A38907/pdf/G3U5W2_ms.pdf
- Describe characters by using descriptive adjectives in Spanish.
- Create a venn diagram and compare the
    - grandparents' background in the story.
    - Read, analyze and discuss “Vidas impactantes” by Kristy Placido.
    - Research and summarize the achievements of the 6 influential Hispanic celebrities biographies in the book.

Weeks 4-5:

- Watch a video about Hispanic Heritage Month.
- Discuss the life of Roberto Clemente.
- Watch, analyze and discuss different videos about his life and career.

MLB remembers the legacy of Roberto Clemente

Play Ball: Roberto Clemente's Legacy

https://online.fliphtml5.com/oimsx/itnz/

- Create a timeline about Roberto Clemente’s life.
- Answer the book questions and complete the worksheets.

Week 6

- Introduce: grammar points, identify people, places, or things, classify adjectives in feminine and masculine forms.
- Complete the adjectives activities.
- compare and contrast famous hispanics using vocabulary from the unit as well as

descriptive adjectives

- Read the short story “My name” by Sandra Cisneros. My Name by Sandra Cisneros
- What does your name mean?

- Do you have a middle name?
- If you could change your name, what would you change it to? Why?
- Compare and contrast the difference between the Mexican and American traditions.
- Create a drawing of your favorite part of the story.
- Create a cognates wall list.
- Write your own version of “My name”.

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Understand and interpret written and spoken language about various review topics

-Compare and contrast cultural products, practices and perspectives on nature, getting and staying healthy, theater and the arts, relationships

Spiral Focus from Previous Unit

-Practice parts of speech, regular and irregular verbs, reflexive verbs, object pronouns, and progressive and past tenses in context.

Instructional Activity

-Written, auditory and role playing activities using text, personal white boards, and ancillaries

-Use practice sheets to re-introduce/review vocabulary and grammar presented in previous units/years

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.11.TL.3: Select appropriate tools to organize and present information digitally.

9.4.11.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

Key Resources

- Authentic reading materials
- PowerPoints

- Youtube videos
- Educational and Authentic Videos

“Los dos lados de mi vida” by Profe Nygaard. (My Hybrid life).

- Books:

“Me encantan los Saturdays y los domingos” by Alma Flor Ada.

“Vidas impactantes” by Kristy Placido.

“Who was Roberto Clemente” by James Buckley

“My name” by Sandra Cisneros.

- Teacher created activities.
- Smart board

Interdisciplinary Connections - How does this content impact the following groups

6.1.12.GeoHE.13.a
(SS)

Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.

6.1.12.GeoHE.14.a
(SS)

Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

S.IC.B.6
(Math)

Evaluate reports based on data.

LGBTQ

Students will make connections using relevant LGBTQ events and personalities in history when applicable in our lessons. Ex. Ricky Martin, Jessica Darrow, Emily Estefan, Demi Lovato, Frida Khalo, etc.

Hispanic

Students will make connections using relevant events and Hispanic people in History when applicable in our lessons. Ex. Gloria Estefan, Shakira, Julio Iglesias, Antonio Banderas, Bad Bunny and others.

African American

Students will make connections using relevant African Americans and Afrolatino people and places when applicable in our lessons. Ex. Department of Choco in Colombia, Loiza Aldea in Puerto Rico, Tatyana Ali, Gina Torres, Francisco Lindor, Jharrel Jerome, Cardi B, Roberto Clemente, Celia Cruz and many others.

Women

Students will make connections using relevant events in women history when applicable in our lessons. Ex. Sonia Sotomayor, Ellen Ochoa, Rita Moreno, Jennifer Lopez, Daisy Fuentes, etc.