Heritage Speakers Unit 2

Content Area:
Course(s):
Time Period: **MP2**
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 is based on the richness in cultural diversity and literature of the Spanish Caribbean islands (Dominican Republic, Puerto Rico and Cuba). Students will learn that the Spanish Caribbean countries are filled with similar backgrounds from our mixture of the Spanish, Native Americans and Africans. This unit consists of books, short stories, songs, activities and poems from the islands related to our food, identity, geography, and traditions.

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

1.

- The Spanish Caribbean Islands origins are intertwined and the foundation of the new world.
- Language, heritage, traditions, music and food connect people with Caribbean History.
- Discussing prior events helps students to understand and appreciate where they come from better.
- Reading literature by different authors, places, genres, culture and historical background helps to have a better understanding.
- Acquire knowledge of Caribbean history and culture to better understand the literature from the region.
- Caribbean people consider their family to be the most important element of society.

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.

- Where are you from?

- What is cultural identity?
- What are the greater antilles?
- What past events contributed to a change in Spanish culture?
- What does the word “Caribbean” come from?
- What comes to your mind when you think about the “Caribbean”?
- What are the Afro-Caribbean cultures?
- How has the history of the Spanish Caribbean islands influenced their people, gastronomy, art and literature?
- How does personal response to literature contribute to understanding?

Content/Objectives

Content - What students will know

- Spanish Caribbean Countries:

-Dominican Republic

-Puerto Rico

-Cuba

- Ethnicity Influence:

-European (Spain)

-African

-Native Americans

- Literature:

-Poetry

-Lyrical Verse

-Prose

-AfroCuban literature

-Short Stories

- Grammar

- Synonyms and antonyms

- Sentence Structure

- Conjugations of verb ser in the present tense form.

-Diphthong and Triphthong

Skills - What students will be able to do

- ● Identify and locate the Spanish Caribbean islands in a map.
- ● Learn about the geography and cultural background of the Spanish great antilles.
- ● Make a short summary about the history, weather, traditions, gastronomy, music, customs, sports and geography of the Dominican Republic, Cuba and Puerto Rico.
- ● Discuss and analyze short stories and articles about AfroCuban literature.
- ● Create an interactive cultural collage of indigenous, African and European influences in the Caribbean.

● Reinforce the different literary terms in Spanish.

Read the short story “Cuando era puertorriqueña” / When I Was Puerto Rican By Esmeralda Santiago https://www.penguinrandomhouse.com/books/160623/cuando-era-puertorriquena-by-esmeralda-santiago/9780679756774/teachers-guide

● Analyze and discuss poetry

● Make a list of 10 Important Caribbean (Spanish speaking island) authors and write at least one of their books tittles.

● Read literature (poetry) from Caribbean (Spanish speaking islands) poets.

● Compare and Contrast the different poems.

● Understand and use poetic terms.

● Read the Dominican Poem: “Hay un país en el mundo” por Pedro Mir. https://ciudadseva.com/texto/hay-un-pais-en-el-mundo/

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 Assessment Choice Board

Activities/Strategies - How we teach content and skills

Weeks 1-2:

● Introducing the new vocabulary.

- Puerto Rico PPT

● Identify the Caribbean Sea and its Spanish speaking nations on a map.

●Read the short story "Cuando era puertorriqueña" / When I Was Puerto Rican By Esmeralda Santiago and complete the worksheets.

● Analyze the story using a story map; retell the story chronologically using the clock map.

●Students will write letters to a relative or friend about their "Virtual trip" to Puerto Rico. The letters should be creative and individual but must include the following criteria:

- Interesting facts about the island.

-Cultural information (its music, art, customs, food, etc.) -Description and pictures of at least 2 cities/ important locations in the country.

Weeks 2-3:

● Introduce the new vocabulary

-Dominican Republic PPT

● Read the Dominican Poem: "Hay un país en el mundo" by Pedro Mir. https://ciudadseva.com/texto/hay-un-pais-en-el-mundo/

● Complete activities from the poem and the worksheets.

● Discuss and analyze the poem:

-This poem is written as a reflection of a time in the Dominican Republic, but can this poem reflect other countries as well?

● Write a biography about the Dominican poet Pedro Mir.

●Students will create Google Slides about their "Virtual trip" to the Dominican Republic. The presentation should be creative and individual but must include the following criteria:

- Interesting facts about the island.

-Cultural information (its music, art, customs, food, etc.) -Description and pictures of at least 2 cities/ important locations in the country.

Weeks 4-5

●Introduce the new vocabulary

-Cuba PPT

● Read the Cuban poem: "Si no existieras". Fayad Jamís (Poem about "La Habana". https://animaldeluz.wordpress.com/2015/03/20/si-no-existieras-fayad-jamis/

Fayad Jamis

● Research the biography of Fayad Jamis. https://en.wikipedia.org/wiki/Fayad_Jam%C3%ADs

● Discuss and analyze the poem: Has this poem given you any appreciation for the city of Havana? Would you like to learn more about Cuba? In what areas?

●Students will create Google Slides about their "Virtual trip" to Cuba. The presentation should be creative and individual but must include the following criteria:

- Interesting facts about the country.

-Cultural information (its music, art, customs, food, etc.) -Description and pictures of at least 2 cities/ important locations in the country.

Week 7-8

● Identify what is a Diphthong and Triphthong?Spanish Diphthongs

Hiato, diptongo y triptongo

El diptongo y triptongo

Diptongos, hiatos y triptongos copia

● Complete the practice and worksheets (Teacher created assignment).

● Create your own list with at least 10 diphthong and Triphthong words.

● Underline, circle, or highlight diphthong and Triphthong words.

● Interpretive assessment

Week 9

● Introduce the grammar points about synonyms and antonyms.

●Identify the uses of synonyms and antonyms.

Sinónimos y antónimos

Los SINÓNIMOS y los ANTÓNIMOS | Recopilación | ¿Cuál es la diferencia entre sinónimo y antónimo?

SINÓNIMOS Y ANTÓNIMOS

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

Content or Skill for this Unit

- Vocabulary to discuss everyday life.
- Grammatical concepts:

Diphthong

Triphthong

Nouns

Synonyms and Antonyms

Basic conjugation and use of present tense.

- Spanish Speaking countries.
- Describe places and people.
- Understand the sequence of events
- Vocabulary to discuss cultural differences.
- Dominican Republic
- Puerto Rico
- Cuba
- Poetic parts and parts of a poem.
- Cultural Reading
- Greater Antilles

Spiral Focus from Previous Unit

- Vocabulary
- Verbs “Ser” (To be)
- Adjectives needed to describe self, others and places…
- Vocabulary for comparing/contrasting
- Nouns
- Articles
- The use of prepositions
- Important geographical locations
- Spanish Speaking countries.
- Grammar rules and concepts for adjectives, nouns, articles in Spanish.

Instructional Activity

- Identify the learning objectives.
- Plan lesson sequence.
- Practice concept:adjective placement, concept of gender/number, etc.
- Paired practice
- Create a realistic timeline.
- Modify prior and during the lesson.
- Welcome current events examples.
- Illustrate the topics in different ways.

- Assessment of student understanding (Peardeck or google questions)

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
  - Poems:

“Hay un país en el mundo” por Pedro Mir. https://ciudadseva.com/texto/hay-un-pais-en-el-mundo/

“ Si no existieras”. Fayad Jamís (Poem about “La Habana” https://animaldeluz.wordpress.com/2015/03/20/si-no-existieras-fayad-jamis/

“Cuando era puertorriqueña” / When I Was Puerto Rican By Esmeralda Santiago https://www.penguinrandomhouse.com/books/160623/cuando-era-puertorriquena-by-esmeralda-santiago/9780679756774/teachers-guide

- Teacher created activities.
- Smart board
- Storytelling Tools: Google Slides, Prezi, Go Animate.
- Video Tools: YouTube, edpuzzle.
- Game-based websites: Kahoot!, Socrative, Quizizz
- Sinónimos y antónimos
- Los SINÓNIMOS y los ANTÓNIMOS | Recopilación | ¿Cuál es la diferencia entre sinónimo y antónimo?
- SINÓNIMOS Y ANTÓNIMOS

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.

Hispanic

Students will make connections using relevant events and Hispanic people and places in history when applicable in our lessons.

African American

Students will make connections using relevant African Americans and Afrolatino people, events and places when applicable in our lessons.

Women

Students will make connections using relevant women and Women events when applicable in our lessons.