Heritage Speakers Unit 4

Content Area:
Course(s):
Time Period: **MP4**
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.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 sports vocabulary. Become aware of sports played in different Spanish-speaking countries. Expand vocabulary and apply their understanding about Sports. Identify practices that promote the development of a healthy routine.

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

1.
    1. Identify ways to maintain a consistent physical activity.
    2. Sports are an important part of the culture in Spanish-speaking countries.
    3. Recognize and describe different ways to stay healthy.
    4. Discuss the importance of sports in Spanish-speaking countries.
    5. State and forecast the weather conditions in the target language.

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 choices can I make to be and stay healthy?
2. What is the importance of describing self and others?
3. How do people talk about sports and other pastimes?
4. How do people talk about the weather?
5. How can we reduce the effects of climate change in our daily routine?

Content/Objectives

Content - What students will know

- Sports, body parts and weather vocabulary.
- Cultural perspectives on Sports.
- Weather vocabulary
- How to use weather expressions on a daily basis.
- Identify and recall vocabulary for seasons and months.
- Identify and restate vocabulary for weather and temperature.
- Count up to a 1,000.
- Identify body parts in the target language.
- Identify Suffixes ending with '-eria".
- Vocabulary for talking about one's health.
- Baseball in the Dominican Republic.
- Felipe Alou "Desde el valle a las montañas" book.

Skills - What students will be able to do

- Identify Sports vocabulary.
- Research about famous sports teams and celebrities in the Spanish speaking world.
- Talk about sports activities.
- Review numbers 0-1,000.
- Review weather expressions.
- Talk about the calendar and about weather.
- Identify "Jugar" "practicar" and "Competir" verbs.

- Identify various parts of the body and describe a person's physical features.
- Describe their daily activities and interests.
- Identify what is a “Suffix”.
- State the difference between a prefix and a suffix.

Felipe Alou “Desde el valle a las montañas” book. Felipe-Web-Spl.pd

Instructional Activites

Evidence (Assessments) - How we know students have learned

- Interpersonal, interpretive, and presentational assessment.
- 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:

● Introducing the new vocabulary.

● Read the article “Deportes: Una pasión que une a los pueblos latinoamericanos”.
https://vhlblog.vistahigherlearning.com/deportes-una-pasion-que-une-a-los-pueblos-latinoamericanos.html

Hacer deporte. (latino) Nivel A1

● Make a chart with the different sports preferred from each Spanish-speaking country.

● Watch different videos related to “Los deportes en Latinoamérica”.

LOS DEPORTES MÁS PRACTICADOS EN LATINOAMÉRICA

Un partido de fútbol. Nivel A2

Una tarde en el fútbol. Nivel B2

●Explain in your own words what is your favorite Sport and if you have one name your favorite Latinoamerican Sport team and player.

●Pick a Sport and research about

a famous Hispanic player from that sport.

Weeks 2-3:

- What is a suffix? Los Sufijos
- Make a list of 15 sufijos in Spanish.
- Build new words using suffixes.
- Grammar: Los Sufijos https://youtu.be/MJnCRkR8EH8
- Conjugate in present tense the “Jugar” and “practicar”verbs. El verbo JUGAR (Presente)

- Presentational assessment (choice board)

Weeks 3-4:

- Introducing the new weather vocabulary.

El clima

- Teacher created weather activities “¿Qué tiempo hace?” “¿Cuál es la estación?” ¿Cómo está el clima? (latino) Nivel A2

- Read the article: https://www.wwfca.org/nuestrotrabajo/clima_energia/impacto_cambio_climatico_latinoamerica/

- Write 5 important points of the article.

- Create a list of 5 factors that are causing climate change in Latin America.

Weeks 4-5:

- Who is Felipe Alou? Felipe Alou shares baseball story in new book

https://www.encyclopedia.com/sports/encyclopedias-almanacs-transcripts-and-maps/alou-felipe

- Research and write 10 important facts about the life of Felipe Alou.

- Discuss the history and development of Baseball in the Dominican Republic.

- Create a timeline following the book “Felipe Alou: Desde los valles a las montañas ‘’

- Answer the questions from each chapter.

- “Felipe Alou” | CH. 1-2 QUESTIONS | SUBTITLED | Spanish Reader Comprehensible Input
- “Felipe Alou” | CH. 3 ASSESSMENT | SUBTITLED | Comprehensible Input | TPRS
- “Felipe Alou” | CH.5-6 QUESTIONS | SUBTITLED | Comprehensible Input Reader | Present & Past Tense
- “Felipe Alou” | CH. 7-8 QUESTIONS | SUBTITLED | Preterite & Imperfect | Comprehensible Reader
- “Felipe Alou” | Ch. 9 QUESTIONS | SUBTITLED | Comprehensible Input Reader | TPRS
- “Felipe Alou” | CH. 10 QUESTIONS | SUBTITLED | Comprehensible Input Reader Activity

Week 6

- Identify the body parts and words related to the body in Spanish.

Aprender español: Partes del cuerpo humano - español de América □□ (nivel básico)

- Label the body parts and recognize them when said in Spanish.PARTES DEL CUERPO completo con sonido-Q

- Teacher created “Body parts in Spanish activities”. El cuerpo. Nivel A1

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

Content or Skill for this Unit

- Vocabulary to discuss Sports.
- Grammatical concepts:
- Infinitives verbs
- Descriptive adjectives

- Suffix
- Numbers
- Basic conjugation and use of present tense and the verb “Jugar” and “Practicar”.
- Body parts vocabulary.
- Talk about weather.
- Understand the weather expressions.

Spiral Focus from Previous Unit

- Vocabulary
- Verbs “jugar”, “practicar ” “competir”, “hacer”
- Descriptive adjectives needed to describe self and others.
- Body parts Vocabulary
- Weather
- The use of prepositions
- Important geographical locations
- Hispanic 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
- 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.

SL.11-12.5 (ELA)	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.

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.