Heritage Speakers 2 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 Spanish art in all different aspects. Students will learn about Spanish artists that have represented their culture through unique artwork. Students will be able to recognize famous Spanish artists throughout history, their cultural contributions and influence. In addition, students will describe the unique artistic styles of Pablo Picasso, Joan Miró and Salvador Dalí.

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

1. Students will learn about the Spanish Art style differences.
2. The importance of gestures and nonverbal communication.
3. Understanding the differences between declarative and interrogative sentences.
4. Students will learn about the connection between art and 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 strategies can I use to communicate with others more effectively?
2. How can you foster creativity using art?
3. How can I improve my communication skills through art?
4. How discussing art can help us understand other cultures?

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

- Weeks 1-2:
  - Introduce the new vocabulary
  - Read
  - Watch different videos related to Spanish Art:

  Concepto del arte

    - Explain in your own words the definition of "Arte".
    - Historia del Arte
    - PABLO PICASSO- VIDA Y OBRA
    - Pablo Picasso: Pablo Picasso
    - https://youtu.be/uG15eEZa12Y
    - Virtual visit to The "Del Prado Museum".

  Visitar Museo del Prado en 3 minutos - HD

  https://www.amigosmuseoprado.org/es/actividades/amigos-museo/actividades

  Interactive visit to the "Museo del Prado". https://www.museodelprado.es/en/whats-on/multimedia/visual-guide-to-the-prado-museum/4621ae59-3080-43bb-892b-34721f47ca96

  Weeks 2-3:

- Read about Joan Miro. Joan_Miro_PP

Classify the sentences in Exclamatives and interrogatives. Oraciones interrogativas y exclamativasORACIONES

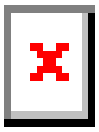
- INTERROGATIVAS Y EXCLAMATIVAS

- Identify the type of sentences in a writing activity. (Teacher created).

- Presentational assessment (choice board)

Weeks 3-4:

- Write a brief biography of Salvador Dali.Minibiografías: Salvador DalíSalvador Dali: Interesting Facts
- Talk about this painting. "The persistence of memory". https://youtu.be/ByghkO0fBnw



- What is Surrealism?
- What makes it an example of Surrealism?
- What themes do you think Dali is expressing?
- Describe the painting by using descriptive adjectives in Spanish.

- Read the ten descriptions of famous artists in Spanish. Students use the included answer sheet to write down their guesses during this fun listening activity.

Weeks 4-5:

- Students will consider their own definitions of art.
- https://artsandculture.google.com/partner/museo-reina-sofia Students take a virtual tour of the

museum.

- Watch a video about the Reina Sofia Museum.Reina Sofia Museum Madrid
- Answer the questions and complete the worksheets about the museum. https://g.co/arts/rQTNsfqrpbnCBzeV9

Week 6

- Introduction: When to use grammar points, lowercase and capital letters in Spanish.

- Complete las "mayúsculas y minúsculas" activities.
- Las palabras Mayusculas
- Uso de mayúsculas y minúsculas
- When do you use "Mayúsculas"?
- When do you use "minúsculas"?
- Compare and contrast the difference between lowercase and Capital letters and their uses.

- abecedario de mayuscula y minuscula.ppt
- Classify the word wall list in "Mayúsculas" y "minúsculas".

Activities/Strategies - How we teach content and skills

- 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

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

Content or Skill for this Unit

- Vocabulary to discuss Spanish Art.
- Grammatical concepts:
- Capital Letters (mayúsculas)
- Lowercase (Minúsculas)
- Articles
- Basic conjugation of Present tense verbs.
- Comparisons.
- Describe places and people.
- Use of prepositions.

- Understand the sequence of events.

Spiral Focus from Previous Unit

- Vocabulary
- Adjectives needed to describe self and others, places and objects.
- Vocabulary for comparing/contrasting
- Nouns
- Articles (Gender)
- The use of prepositions
- Important Spanish artists.
- Surrealism
- Modernism
- Cubism
- Scultures
- 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

- “Famous Spanish Artists”
- “Salvador Dali”
- “Pablo Picasso”
- “Joan Miró
- Teacher created activities.
- Reina Sofía Museum virtual program.

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.

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 in History when applicable in our

lessons.

African American

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

Women

Students will make connections using relevant events in women history when applicable in our lesson