Heritage Speakers 2 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 introduces students to the Spanish culture in general, the traditions, the cities, the gastronomy and their celebrations. Students will be able to have a basic knowledge of the European country and their influence in our Spanish speaking countries culture and traditions.

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

1. Students will have a deeper knowledge of the culture and traditions of Spain.
2. To use subject pronouns to identify family members in Spanish..
3. Recognize the target language when they are outside of the World Language classroom.
4. Students will be exposed to sights, traditions and history of Spain.
5. Students will understand Spain's rich cultural diversity.

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.
    1. How is life in Spain similar and different to life here in the United States??
    2. Why do you think there are so many dialects spoken in Spain?

3. What do you know about Spain ?
4. What constitutes a family in different societies?
5. How discussing language can help us understand other cultures?

Content/Objectives

Content - What students will know

-Spain

-Spanish Cities.

-What are the main Spanish cities and their cultural relevance?

-Personal Pronouns

-Barcelona

-Sevilla

-Madrid

-How to express a relationship.

-La familia real Española.

-How to refer to people formally and Informally.

-Describe their family.

-Possessive adjectives.

-Family celebrations.

-The Consonants

Skills - What students will be able to do

- Identify vocabulary.
- Research about Spain.
- Brainstorm family words vocabulary in Spanish.
- Talk about different members of the family.
- Write about famous Spanish cities.
- Trace a map route in different Spanish cities.
- Comparisons between family traditions in Spain and in the United States.
- Talk about the city of Sevilla.
- Create an itinerary for a weekend in Madrid/Barcelona.
- Describe family members.
- Recall and identify declarative and interrogative sentences.
- Identify the personal pronouns.
- Demonstrate knowledge of geographical locations and identify major Spanish cities in Spain.
- Label the Spanish cities 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.

- Cooperative learning projects.

- 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 new vocabulary.

● Watch different videos related cities in Spain:

Identify the cities on a map: https://www.spain.info/en/interactive-map/

Conoce España:.spain-information-presentation

Madrid: Cuando vayas a Madrid. Nivel B1

Sevilla: Lesson Plan (Interpretive Listening/Reading – Interpersonal Writing/Speaking) Subject and Level: Spanish COMPOSITION AND CONV Sevilla en dos días. Nivel A2

Barcelona: Esta es Barcelona. Nivel A2

□□ Qué ver en BARCELONA, la mejor guía de la ciudad.

La familia del rey: https://youtu.be/RRwG7Nd2_E4

La familia La Familia Real Española worksheet

Weeks 2-3:

Identify the possessive adjective.Los adjetivos y pronombres posesivos

Identify the possessive adjectives in a writing activity.Los Pronombres Posesivos en Español: Oraciones y Ejercicios - SpanishLearningLab (Teacher created).

Presentational assessment (choice board)

Weeks 3-4:

- Introduction:

Consonants in Spanish.

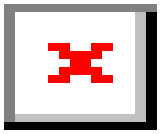
https://docentesaldia.com/wp-content/uploads/2022/04/Cuadernillo-silabas.pdf

- Complete the "Consonantes" activities.
- https://youtu.be/4xL-T4Y-ks4
- When do you use "Consonantes"? Lectura de las consonantes. Preparatoria B

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

Content or Skill for this Unit

-
    - Vocabulary to discuss family members.
    - Identify the members of a family in a family tree.



Grammatical concepts:

- Possessive adjectives
- Mi, tu, su,nuestro, vuestro, sus, etc.
- Gender and number.
- Basic conjugation of Present tense verbs: Poder and tener.
- Comparisons.
- Describe places and people.
- Use of Consonants.
- Vocabulary
- Adjectives needed to describe self and others, places and objects.
- Vocabulary for comparing/contrasting
- Nouns
- Numbers
- Colors
- Prepositions of place
- Interrogative sentences.
- Articles
- Family tree.
- Grammar rules and concepts for adjectives, nouns, articles in Spanish.
- 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
- Numbers
- Colors
- Prepositions of place
- Interrogative sentences.
- Articles
- Family tree.
- 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
- Videoele videos.
- https://docentesaldia.com/wp-content/uploads/2022/04/Cuadernillo-silabas.pdf
- https://www.spanishlearninglab.com/pronombres-posesivos-espanol/
- Teacher created activities.
- Smart board

Interdisciplinary Connections - How does this content impact the following groups

8.2.12.ETW.3
(CS&DT)

Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.

9.4.12.IML.5
(CLKS)

Evaluate, synthesize and apply information on climate change from various sources appropriately.

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