Heritage Speakers 2 Unit 3

Content Area:
Course(s):
Time Period: **MP3**
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 vocabulary related to places in the community, the house and prepositions of place. Students will explore homes in Spanish-speaking countries, talk about locations, be able to give directions, and create their own real estate-themed project.

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

1. Students will demonstrate understanding about places in the community.
2. There are different house styles in Spanish countries.
3. Houses change according to the style and budget of the people living in them.
4. Students will learn about prepositions of place.

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. How do I use my knowledge of the Spanish language to interact more with my community?
2. What is a community?
3. How will you describe your community?
4. Why is it important to learn about prepositions of place in Spanish?

Content/Objectives

Content - What students will know

- How to identify places in their Community vocabulary.
- Making word associations.
- Verbs “haber” and “tener”.
- Following and giving directions to places in your neighborhood.
- Prepositions of place in Spanish.
- The house vocabulary
- House objects.
- Location of items inside and out of the house.
- La Arpillera
- Tell where you live.
- Spanish subject pronouns.
- Conjugate the Irregular verbs “To go”.
- Cordoba 's Courtyards (Los Patios de Córdoba).

Skills - What students will be able to do

- Research about “Mi comunidad” and the most important places within the community.
- Identify vocabulary: - Prepositions of place.

-Lugares de mi comunidad (Places in my community).

-Verb Haber and tener conjugation chart.

-La casa vocabulary.

-Furniture and objects vocabulary.

- List the Subject pronouns in Spanish.

- Ask and answer questions about their community.
- Create a visual vocabulary using the new words.
- Write the 10 places in your community that you visit the most. Ex. La escuela, La lavandería.
- Describe in short sentences your community.
- Recall and identify the subject pronouns in Spanish using a chart.
- Create a map of your ideal community.
- Create an imaginary town and label the places in Spanish.
- Give directions to a friend in Spanish to 5 different locations using a map.
- Using the visual vocabulary chart, write the name of each location in Spanish.
- Identify the House vocabulary in Spanish.
- Label the parts of the house in Spanish.

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.
- Seesaw communicating app.
- Comprehension quizzes.

- Interactive worksheets (Wizer.me 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 the new vocabulary.

● Read “La arpillera de chile” Serie "Artesanos y artesanas" Capítulo Arpilleras

La arpillera de Julieta | Spanish Playground All rights are reserved to Mundo de Pepita: https://www.teacherspayteachers.com/Store/Mundo-De-Pepita

- Watch the video “Preposiciones de lugar”. ¿Dónde está la niña? Nivel A1

PrepositionsandtheverbESTAR

- In my neighborhood: Learn and practice vocabulary of places in the neighborhood.

Verbs TENER and HABER.

En mi barrio hay... Nivel A1

https://languageposters.com/pages/spanish-verbs-haber-conjugation

- Places in the community.

https://spanishtutoring.com/spanish-vocabulary-around-town/

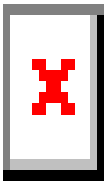
- Demonstrate understanding of vocabulary related to places in the community. Spanish Community Vocabulary With B&F | Mi Comunidad | BASHO & FRIENDS Learning Songs

Watch the video “Dar direcciones” de Tio Spanish.Preguntar y dar direcciones en español - Español inicial

Weeks 2-3:

- Review the house vocabulary and furniture vocabulary. la casa vocabulary powerpointMi casa. Nivel A1

- Answer the questions from the song “Tu casa”. Identify and underline the house parts in this writing activity.sergio_sacoto_-_tu_casa



- Identify the parts of the house.

- How to use the Spanish verb “tener” to talk about possession and ownership. TENER vs HABER - 3 Ways to Use "To Have" Verbs in Spanish

- Presentational assessment (Design your ideal home).

mi casa ideal

Weeks 3-4:

- Write a brief summary of the book “Tu casa, Mi casa” by Marianne Dubuc. https://istodaybook.blogspot.com/id/8426146503

- Describe your house in Spanish.

- Label the parts of the house. planta baja casa-simpsons.jpg 670×441 pixels
- Describe the rooms of the house by using descriptive adjectives in Spanish.
- Ask and answer questions about their house or apartment, and tell
    - what items are in different rooms.
    - Complete “The house” activities.

https://espanolparainmigrantes.files.wordpress.com/2011/03/mi-casa-manual.pdf

- Design and build your “Casa ideal” project. MyDreamHouseMiCasaIdealProject-1

Weeks 4-5:

- Watch a video about “Los patios de Córdoba”.Córdoba y la Fiesta de los Patios. Nivel B2

Research about the importance of the “Festival of Patios of Cordoba”.El origen de los patios de Córdoba | Patios

-
    - de Historia milenaria

- Introduction: Uses of Subject pronouns, verbs “Tener” and “haber" in Spanish.

- Complete the “Subject pronouns”activities.
- 3-2. Subject pronoun
- Watch the video about “Spanish Subject pronouns”.

https://youtu.be/4gg1soO1CUQ

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

previous years?

Content or Skill for this Unit

- Vocabulary (House, prepositions of place, locations)
- Grammatical concepts:
- Subject pronouns
- Articles
- Basic conjugation of Present tense verbs.
- 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
- The use of prepositions
- Directions
- 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
- Modify prior and during the lesson.
- 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

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