Heritage Speakers 2 Unit 4

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 vocabulary related to beliefs and traditions in Hispanic countries. Learn vocabulary and expressions to talk about superstitions and myths. Discuss and read about superstitions and their origins in Hispanic countries and understand their context. Students will also gain foundational skills in reading folk tales in Spanish.

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

1. Students will identify different superstitions in Hispanic countries.
2. Understand about the roots of popular Hispanic superstitions.
3. Students will make connections with the topic of superstitions and myths in the Hispanic World.
4. Superstitions are connected to regions, traditions, or belief systems.

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. Why do you think some people believe in superstitions?
    2. What are superstitions?
    3. How do myths reflect cultural beliefs and values?
    4. How do you think some superstitions started?

5. How do Hispanic people regard superstitions?
6. Do you believe in any superstitions? What are they?

Content/Objectives

Content - What students will know

- What is a legend?
- Definition of a myth, legend, fable and superstitions.
- Discuss the meaning of new vocabulary words and generate predictions.
- Make predictions.
- Spanish interrogatives questions “Las palabras interrogativas”.
- What is a Folktale?
- La llorona
- What is a narrative?
- Las supersticiones/ Hispanic Superstitions.
- Abreviaturas (Spanish abbreviations)
- Homónimos y homógrafos.
- Uses of the Subjunctive.

Skills - What students will be able to do

- Research about superstitions and why they are so engraved in the Hispanic community traditions.
- Identify vocabulary: - Legends/Leyendas
- -Define supersticiones/Superstitions, Myths/ Mitos

-Fábulas/ Fables. -

- Make a comparative table with the main characteristics of the myth, the legend and the fable.

-Write a short story explaining the origin of a superstition.

- La leyenda de la Nahuala vocabulary.

- Ask and answer questions about the superstitions in your family.
-
    - Create a visual vocabulary using the new words.
    - Write a short story about the superstitions you have previous knowledge.
    - Recall and identify the Homónimos and homógrafos in Spanish using a chart.
    - Create a chart describing “La llorona” or any other urban legend that you are aware of from your community.
    - Recount stories, including fables, folktales, and myths from diverse cultures.
    - Write a summary of their favorite stories and folktales.

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 leyenda de la llorona. La Leyenda de La Llorona Teacher Resources | Bryce Hedstrom

Mitos y Leyendas... La Llorona

- Learn and practice vocabulary about Myths, legends and superstitions.
- Compare and contrast the difference between Myth, Legend and fable. https://educators.brainpop.com/wp-content/uploads/2018/02/venn_diagram.pdf EL MITO (Definición y resumen)Fábula, mito y leyenda
- Spanish interrogatives. Interrogatives: Spanish Lesson #2

PALABRAS INTERROGATIVAS (Spanish Question Words) Level II | Mi Camino Spanish

- Spanish abbreviations. □□□ ¿Qué son las ABREVIATURAS, SIGLAS y ACRÓNIMOS? □https://youtu.be/NBGn2gfyfsI
- Watch the movie “La leyenda de la Nahuala " and answer the questions. La leyenda de la nahuala,

película completa en español latino

- Homónimos y homógrafos. ¿Qué son las palabras HOMÓGRAFAS Y HOMÓFONAS? Qué son los homónimos, los homófonos y los homógrafos

- Weeks 3-4:

    - Make a list of "Superstitions" from different Spanish countries.

    - Writing activity: Make observations about famous "supersticiones".

    - What is a "Fábula"? (Fable) cuento y fábula.ppt

    - Identify the characteristics in the fable and folktales. https://colegiosancarlos.cl/wp-content/uploads/2020/11/1%C2%B0-Basico-Lenguaje-La-fabula..pdf

    - The Story elements in Spanish. https://docs.google.com/viewer?a=v&pid=sites&srcid=c2FuYW5kcmVzbWFpcHUuY2x8cHJvZmVzb3JhLWNyaXN0aW5hLWxvYm9zfGd4OjYwMGI1YzZkYjgxM2MxNjc

    - Students will be able to identify the following characteristics of a fable.

    - Watch the video "La liebre y la tortuga". La liebre y la tortuga

    - Students will read the story and review essential vocabulary.

    - Understand and will be able to explain the lesson/moral of specific fables like "La liebre y la tortuga" 75 La liebre y la tortuga - Esopo.pdf

https://infolibros.org/generos-literarios/narrativo/fabulas/

Fábulas con moraleja: 7 Fábulas con moraleja | Cuentos de animales

Weeks 5-6:

What is the subjunctive? Aprender español: Usos del subjuntivo I (intermedio)

Aprender español: Usos del subjuntivo II (nivel intermedio)_other_%20presentsubjunctive.ppt

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

Content or Skill for this Unit

- Vocabulary (Fables, folktales, superstitions, stories, beliefs)
- Grammatical concepts:
- Homófonas y homógrafas.
- Articles
- Basic conjugation of Present tense verbs
- The subjunctive.
- Understand the sequence of events.

Spiral Focus from Previous Unit

- Vocabulary
- Adjectives needed to describe people, places and things.
- Vocabulary for comparing/contrasting
- Nouns
- Articles
- 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
- “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

RI.11-12.7
(ELA)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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 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