Oct. Spanish Gr. 7 Unit 2 Puerto Rico Copied from: Grade 7, Copied on: 08/09/22

Content Area: **Spanish**
Course(s):
Time Period: **October**
Length: **6-10 Weeks**
Status: **Published**

Unit Overview

Students will learn about life in Puerto Rico and about the Spanish language.

Enduring Understandings

Objectives

- To identify people and things.
- To describe one's house.
- To describe in detail.
- To express existence and location.
- To describe one's classroom.
- To identify the location of objects.
- To express common activities.
- To describe characteristics of the tropics.
- To express obligation or necessity.
- To ask and state frequency of chores performed.
- To identify key concepts in an informational text and the facts that support them.
- To explore cultural aspects of Puerto Rico.

Essential Questions

What is life like in Puerto Rico?

Instructional Strategies & Learning Activities

Vocabulary

- Parts of a house.
- Furniture.

- Household items.
- Household chores and actions.
- Leisure activities.
- Useful expressions.

Grammar

- To identify nouns, gender, number, and articles.
- To express existence using the verb *haber*.
- To express location or place.
- To conjugate present tense verbs.
- To express obligation with *tener que* and *hay que*.
- To specify frequency using adverbs.

Culture

- The composition of the streets in Old San Juan.
- Units of measure used in Puerto Rico.
- Design and rationale of roofs in Puerto Rican buildings.
- Symbols of Puerto Rico.
- Famous Puerto Rican monuments.
- Geographic map of Puerto Rico and the Caribbean.

Unit plan **Unit 2**

LA LLEGADA

Estimated time: 2 sessions.

Dialogue: *En San Juan.*

Functions & forms:

- Greeting people.
- Using useful conversational expressions.

Culture:

- San Juan.

DESAFÍO 2

Estimated time: 5 sessions.

Dialogue: *La casa más colorida.*

Functions & forms:

- Expressing the number and gender of nouns.
- Using articles with nouns.

Culture:

- *Las calles del Viejo San Juan.*
- *Los techos tropicales.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *Los coquíes en la casa.*

Functions & forms:

- Expressing existence using the verb *haber*.
- Asking questions with *hay*.
- Expressing where things are using the expression *estar en*.

Culture:

- *Los coquíes.*
- *La Casa Blanca.*

DESAF'IO 3

Estimated time: 6 sessions.

Dialogue: *¿Quién prende la luz?*

Functions & forms:

- Expressing certain actions using regular *-ar*, *-er*, and *-ir* verbs.

Culture:

- *La Bahía de Mosquito.*
- *Asopao.*

DESAFÍO 4

Estimated time: 5 sessions.

Dialogue: *Una excursión.*

Functions & forms:

- Expressing an obligation that somebody has using *tener que* + infinitive.
- Expressing a general obligation using *hay que* + infinitive.

- Expressing how often something is done by using certain adverbs.

Culture:

- *Las cuevas de Camuy.*

TODO JUNTO /
EL ENCUENTRO

Estimated time: 2 sessions.

Functions & forms:

- Review of *Desafíos 1–4.*

Culture:

- *Las casas de los indígenas de Puerto Rico.*
- *El Viejo San Juan.*

MAPA CULTURAL / LECTURA

Estimated time: 2 sessions.

Mapa cultural: Puerto Rico and the Caribbean.

Reading: *El Morro.*

REPASO

Estimated time: 2 sessions.

Vocabulary: *Repaso.*

Grammar: *Repaso.*

PROYECTO / EVALUACIÓN

Estimated time: 4 sessions.

Project: *Una visita guiada por la Casa Blanca.*

Integration of Career Readiness, Life Literacies and Key Skills

-Students work in small groups to create oral presentations

-Students work in small groups to create dialogues in the target language

-Students discuss cultural norms within Hispanic countries and compare and contast with those of their own

-Students use critical thinking to analyze their ability to learn in the TL and make suggestions on how instruction can be revamped

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.

Technology and Design Integration

-Students will interact with the lessons on the Smartboard and ulilize their devices to create evidence of learning.

-Students will use google products like classroom, drive, email, docs, and slides to review, compose, organize, and present information.

-Students will use Schoology.com to review text resources and complete their homework.

-Students will use Quizziz.com for assesments.

-Students will use Classdojo.com to track participation progress.

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
EC	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Interdisciplinary Connections

CONNECTIONS

3.1. Interdisciplinary connections

- Research the building of roads during the colonial period.
- Learn about Old San Juan.
- Research apartment advertisements online and in newspapers.
- Research tropical rainforests and their characteristics.
- Research the phenomena of "bioluminescence."
- Use a Venn diagram to display information
- .

Language Arts	• Compare elements of English grammar with Spanish equivalents. • Proofread an original piece of writing.	• 15, 20, 38, 43, 61, 66, 84 • *Proyecto*
Social Studies	• Locate political and geographical divisions of Puerto Rico and the Caribbean. • Research the early history of Puerto Rico.	• 99 • *Proyecto*
Art	• Learn about indigenous and modern architecture. • Learn about famous Puerto Rican artists and designers.	• 19, 96 • 101
Drama	• Write a script. • Act out a dialogue.	• *Proyecto* • 28, 51, 74, 92, *Proyecto*

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.

- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be offered support or enrichment based on skills and needs.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Pre-test and end of year assessments.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and

can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Evaluation criteria

- Ask and give information about people and things.
- Recognize and use nouns, articles, regular verbs, and adverbs of frequency.
- Describe the rooms and furnishings in a house.
- Tell chores that one has to do and talk about what one feels like doing.
- Describe someone's normal activities at home and how frequently he or she does them.
- Use the verb *haber* and expressions with *tener que* and *hay que*.
- Express understanding of some of Puerto Rico's customs, geographical aspects, and historical facts.
- Recognize the differences between linguistic expressions in Spanish-speaking countries and the United States.

Interpersonal mode		**Activities**
Speaking	• Participate in discussion on a given topic. • Initiate a guessing game with another student. • Discuss photos with a classmate. • Interview students to gather information.	• 11, 24, 25, 26, 36, 41, 42, 60, 70, 75, 83, 86, 88, 97, 102 • 27, 34, 56, 99 • 25, 27, 41, 44, 50, 64, 87 • 36, 60, 70, 83, 90, 97
Writing	• Write captions for a series of photos. • Write a descriptive letter or postcard.	• 22, 31, 80 • 49, 73, 91
Listening	• Interview a classmate and interpret his/her answers. • Play a guessing game with a partner.	• 36, 60, 70, 83, 90, 97 • 6, 27, 34, 99
Reading	• Read a text or blog about Puerto Rico. • Read an online article.	• 49, 82, 91, 94, *Lectura* • *Tu desafío*

Interpretive mode		**Activities**
Listening	• Listen and identify ideas or photos. • Listen and evaluate or interpret the information.	• 2, 10, 17, 25, 35, 54, 57, 68, 77, 89, 93 • 30, 40, 48, 71, 79, 81, 82,

		85
Reading	• Read a text and answer comprehension questions. • Fill in key words in a story or paragraph. • Read about culture, synthesizing key concepts.	• 94, 96, 103 • 6, 18, 23, 28, 29, 51, 52, 74, 92 • *Lectura*

Presentational mode		**Activities**
Speaking	• Present information or results orally to the class. • Act out a script or dialogue.	• 49, 60, 95, 101 • 28, 51, 74, 92
Writing	• Summarize or report information.	• 24, 45, 46, 58, 59, 70, 72, 85, 89, 90, 95, 104

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

-Class Participation

-Quizzes

-Chapter tests

-Projects

Instructional Materials

Santillana Textbook series

Audio

Workbooks

digital resources

Standards

Standards for learning Spanish (2020/21)

-Interpretive Mode of Communication

• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

-Interpersonal Mode of Communication

• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

-Presentational Mode of Communication

• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

COMMUNICATION

1.1. Interpersonal mode

- Participate in discussions on a given topic.
- Talk to a classmate about the challenges.
- Discuss impressions of a photo.
- Play a guessing game.
- Participate in a question-and-answer sequence based on describing the location of objects.
- Compare two photos with a classmate.
- Take a poll among classmates to rank household chores.
- Interview students to gather information.

1.2. Interpretive mode

- Watch a story on DVD and answer comprehension questions.
- View a story and demonstrate comprehension by matching, true/false, fill-in-the blanks, and/or multiple choice.
- Read a text and make comparisons to student's own experience.
- Read a text and gain information through the second language.

1.3. Presentational mode

- Write captions for a series of photos.
- Write a description of one's house.
- Give an oral description of a floor plan.
- Act out a dialogue written by the student.
- Note items in a photo or not in the photo.
- Describe the location of personal items.
- Write a postcard to a friend describing a room in one's home.
- Represent the findings of a poll in a bar graph.
- Write a letter to one's parents describing the chores one has while on a trip to Puerto Rico.

CULTURE

2.1. Practices and perspectives

- Understand the reasons for the composition of old streets in Puerto Rico.
- Recognize the system of measurement in Puerto Rico.
- Understand why Puerto Ricans build their houses and roofs the way they do.
- Understand the origins of Puerto Rican traditional dishes.

2.2. Products and perspectives

- Obtain information about *La Bahía de Mosquito*, *Las cuevas de Camuy*, *El Yunque*,
- *los coquíes*, and understand their importance to Puerto Rican patrimony.
- Reflect on the houses of indigenous people in Puerto Rico and why they were constructed the way they were.
- Reflect on the contributions of famous Puerto Ricans.
- Research the biographies of famous Puerto Ricans.
- Understand the importance of *El Morro* in Puerto Rican history.
- Understand the importance of *La Casa Blanca* to Puerto Ricans.

- **COMPARISONS**

- **3.2. Viewpoints through language/culture**

    - Gain information on why houses in Puerto Rico predominantly have flat roofs.
    - Learn about the wonders of the *Bahía de Mosquito*.
    - Learn about the *cuevas de Camuy*.
    - Discover the types of *Taíno* homes.

4.1. Compare languages

- Compare gender and number of nouns in Spanish and English.
- Compare noun-adjective agreement in Spanish and English.
- Compare the punctuation used with questions in Spanish and English.
- Compare contractions and their use in Spanish and English.
- Compare verb patterns in Spanish and English.

4.2. Compare cultures

- Compare common household chores at home and in other cultures.
- Compare typical dishes in various cultures.
- Compare architectural features affected by culture and climate.

COMMUNITIES

5.1. Spanish beyond the school setting

- Gain information through advertisements.
- Write a postcard.
- Represent information using graphs.
- Prepare an oral presentation of a photo diary.

- Write a short text about a famous historical monument.

5.2. Spanish for lifelong learning

- Take a virtual tour of *La Casa Blanca.*
- Design a poster.
- Play a famous monument guessing game.

7.1.NM.IPRET	Interpretive Mode of Communication
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS	Interpersonal Mode of Communication
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT	Presentational Mode of Communication
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.