



UNIT 1

Course: Heritage Spanish	Grade Level: Level 2	
Unit Title: Human Geography and Social Media	Length of Unit: ~ 6 weeks	
<p>Unit Summary: Students will begin their level 2 studies by looking at fascinating local news and human interest stories from around the Spanish speaking world. They will use informal research skills from traditional and social media to investigate Latin America and current issues within Latin America. They will learn how to address people and issues from Spanish speaking places while continuously honing their presentational mechanics. Throughout this process, students will learn how to interact respectfully and tactfully provide critical feedback in both verbal and written contexts.</p>		
Stage 1- Desired Results		
<p>STANDARDS</p> <p>Interpretive: <i>Reading:</i> (I-M3, I-M2) I can identify the main idea and key information in short straightforward conversations and informational texts.</p> <p><i>Listening:</i> (I-H1, I-H3) I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational presentations.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Communicate textually and verbally about the people and stories of family and friends in Spanish Speaking countries.</p> <p>Students will be able to provide respectful critical feedback in both spoken and written formats.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p><i>Though they are not uniform, families and</i></p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● How do I define the Spanish speaking

<p>Interpersonal: <i>Writing:</i> (N-H3) I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p><i>Speaking:</i> (I-M3) I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p><i>communities from across the Spanish Speaking world can face similar social, political, and economic challenges.</i></p> <p><i>Respectful curiosity and inquiry can help us understand the challenges and successes that others are facing.</i></p>	<p>world?</p> <ul style="list-style-type: none"> • What challenges and successes are Spanish speaking communities currently facing? • How do I respectfully provide critical feedback?
Acquisition		
<p>Presentational: <i>Writing:</i> (N-H1,N-H2, N-H3) I can present personal information and preferences about my life and activities,as well as other familiar and everyday topics using simple sentences most of the time.</p> <p><i>Speaking:</i> (N-H1,N-H2, N-H3) I can present personal information and preferences about my life and activities,as well as other familiar and</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Where in the world Spanish is spoken • What people from each Spanish speaking country are called • What qualities define a great presentation • How to summarize and reflect upon information using your own words • How to use a rubric and draw from it to give respectful critical feedback and encouragement <p>Language Functions:</p>	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> • <i>Understand the challenges people face in Spanish Speaking Countries.</i> • <i>Listen to or read a news story and have them identify the main idea.</i> <p>Interpersonal</p> <ul style="list-style-type: none"> • <i>Participate in small group discussions giving each other critical feedback on presentations.</i> • <i>Post an original response, and</i>

everyday topics using simple sentences most of the time.

Intercultural Communication: (Intermediate)

I can interact at a functional level in some familiar contexts.

Supporting SEL standard(s) embedded within this unit:

2A.4a. Analyze similarities and differences between one's own and others' perspectives.

3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.

3B.4b. Apply decision-making skills to establish responsible social and work relationships.

2C.6i. Develop criteria for evaluating success in completing action steps and goal achievement.

2C.7j. Demonstrate

Related Structures/patterns:

- Review basic writing mechanics
- Review relevant verb tenses
- Review of written accent--**I have a packet if interested(Armas)**
- Orthography

Priority vocabulary:

- *Names of Spanish speaking countries*
- What people from each Spanish speaking country are called (demonyms)
- Opinion/comparison words
- Expressions of cause and effect
- Useful connector words

appropriately comment on other responses on an online forum

- *Converse with another student about something interesting they learned from social media or a new source.*

Presentational

- *Narrate a recent news event in your own words (written and spoken).*
- *Create and participate in a forum to discuss one event in more detail.*
- *Explain your reflective process by sharing follow-up questions, opinions, connections, reactions, and/or comparisons.*

strategies for collaborating with peers, adults and others in the community.

Stage 2- Evidence

Evaluation Criteria

Assessment Evidence

Task Rubric

[Presentational Rubrics](#)

[Interpersonal Rubrics](#)

[Interpretive Rubrics](#)

PERFORMANCE TASK(S):

[IPA Template](#)

OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

<https://www.wordreference.com>-palabras, conjugaciones y mucho más

<https://www.thepaperboy.com/>-noticias del mundo hispanohablante/periodicos internacionales

<https://www.lavanguardia.com/>-diario Cataluña

<https://www.elmundo.com/>-diario España

<https://www.reforma.com/>-diario de México-con videos

<http://www.rtve.es/directo/la-1/>-telediario de Madrid