

**UNIT PLAN**

<b>Language and Level / Grade</b>	Spanish	Approximate Length	10 weeks/12 horas	
	Novice-low --> 4th	Approximate Number of Minutes Weekly	90	
<b>Theme/Topic</b>	<b>Personal and Public Identities : All about me</b>			
<b>Essential Question</b>	Who am I?			
<b>Goals</b>  <i>What should students know and be able to do by the end of the unit?</i>	Students will be able to: <ul style="list-style-type: none"> <li>Ask and respond to memorized questions about personal information such as name, age, origin, place of residence, physical characteristics, and favorite color.</li> <li>Greet and say goodbye.</li> <li>Compare and contrast the Mexican celebration the Day of the Dead to the Halloween celebration.</li> </ul>			
<b>Summative Performance Assessment</b>  <ul style="list-style-type: none"> <li>These tasks allow students to demonstrate how well they have met the goals of the unit.</li> <li>They are integrated throughout the unit.</li> <li>The template encourages multiple interpretive tasks.</li> <li>The interpretive tasks inform the content of the presentational and interpersonal tasks.</li> <li>The tasks should incorporate 21st Century Skills.</li> </ul>	<b>Interpretive Mode</b>			
	Students watch a Power Point Presentation about the Day of the Dead and complete a graphic organizer aswering 5 wh questions about the celebration.	Students learn about symbols of both Halloween and Day of the Dead and complete a Venn diagram to compare both celebrations.	Students learn about the flags of Spanish speaking countries and color the maps according to their flags.	
	<b>Presentational Mode</b>		<b>Interpersonal Mode</b>	
	Students write friendly notes to kids in Mexico, in the form of a monarch butterfly. Students present a puppet show to demonstrate what they know about getting to know other people. Students write personal information about themselves and present it to someone in the class.	Students play role games introducing themselves to other students. Students complete surveys asking other classmates about their feelings, place of origin, and favorite colors. Students create a puppet show in which a couple of kids are meeting for the first time. They have a conversation to introduce themselves and get to know each other.		
<b>Cultures</b> <i>(Sample Evidence) Indicate the relationship between the product, practice, and perspective.</i>	<b>Product:</b> Traditions related to holiday celebrations. <b>Practice:</b> Altars <b>Perspective:</b> Importance of family and beliefs.			
<b>Connections</b> <i>(Sample Evidence)</i>	<b>Connecting to Other Disciplines</b>		<b>Accessing Diverse Perspectives</b>	
	<b>Social Studies:</b> Students study the geography and people of North, Central and South America as well as the Caribbean. <b>English and Language Arts:</b> Synthesis of information from a variety of resources. Sharing ideas and information with others through discussion. <b>Science:</b> Students learn about the Monarch butterfly migration.	Learning about Mexican traditions.		
<b>Comparisons</b> <i>(Sample Evidence)</i>	<b>Language</b>		<b>Culture(s)</b>	
	Rules of pronunciation: a, e, i, vowels in English and Spanish.	Perception of dead across cultures.		
<b>Communities</b> <i>(Sample Evidence)</i>	<b>Beyond the Classroom</b>		<b>Lifelong Learning</b>	
	Monitoring the Monarch butterfly migration.			
<b>Connections to Common Core</b>	<b>Language:</b> L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <b>Speaking and Listening:</b> SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			

## Toolbox

Language Functions and/or Can-do Statements	Related Structures / Patterns	Vocabulary Expansion
<b>Comparing/contrasting</b>	En ___ hay.... En los dos hay....	Tier1
<b>Describing people</b> <i>Yo tengo... El/Ella tiene...</i>		Tier2
<b>Expressing likes/dislikes/preferences</b> <i>Mi ..... favorito es .....</i>		
<b>Expressing emotions, feelings</b> <i>Yo estoy .....</i>		

### Key Learning Activities/Formative Assessments

Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
Turn and talk: exchange information		Interpersonal	S, C
Listen and watch video about countries that speak Spanish. Raise a country card when you hear the country. Sing along.		Interpretive Presentational	S, C, W

#### Resources

#### Technology Integration

Songs in youtube. PPP. Handouts