

Summer 6-20-2019

# La frontera y la comunicación: How Language Influences Our Identity

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Unit Title	<b><i>La frontera y la comunicación: How Language Influences Our Identity</i></b>	Course(s)	IB SL Spanish
Designed by	Josie Hammons	Time Frame	5 weeks
Abstract/Introduction	<p>This unit is designed for IB Spanish B Standard level year 1 and year 2 and it is aligned to the core topic <i>Identidades</i> although it can also be used in AP Spanish language or other higher level Spanish classes. Students must have completed at least 2 years of Spanish prior to taking the class. The purpose of this unit is to begin the year by demonstrating the relevance and importance of language as part of our identity as human beings. In this unit, we will incorporate history, theory of knowledge, linguistics, and composition in a variety of assessments. The unit is six weeks long and divided into two parts, each three weeks. In the first part of the unit, we will explore how language shapes the way we think and perceive the world. We will transition to the origin of the Spanish language and learn about the evolution of Spanish and the differences between European Spanish and Spanish spoken in Mexico. The performance task expects students to interpret expressions from European Spanish to Mexican Spanish and vice versa, as well as complete a written narrative describing cultural and linguistic differences if they were to visit Spain. The second part of the unit focuses on hispanics in the United States and explores questions such as, <i>What does it mean to belong to two distinct places?</i> and, <i>What part does language play in our identity?</i> Through discussions of and readings on chicanismo, mestizaje, hispanics and latino and Spanglish, students will learn how we as humans are connected, whether racially and/or linguistically related or not. In the performance task, students will analyze the lyrics of “Somos más americanos” and perform a mock Paper 2 reading comprehension exam titled “<i>Estadounidismos: la evolución del español en los Estados Unidos.</i>” In conclusion, this unit focuses on the evolution and transformation of the Spanish language; from European Spanish to the adaptation of Nahuatl terms in Mexico during colonization, to the current <i>Spanglish</i> we hear around us every day.</p>		

## Stage 1- Desired Results

### Texas Essential Knowledge & Skills for Languages Other Than English

1. Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:
  - a. engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
  - b. demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
  - c. present information using familiar words, phrases, and sentences to listeners and readers.
2. Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:
  - a. demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
  - b. demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.
3. Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

- a. use resources (that may include technology) in the language and cultures being studied to gain access to information; and
  - b. use the language to obtain, reinforce, or expand knowledge of other subject areas.
4. Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:
- a. demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
  - b. demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
  - c. demonstrate an understanding of the influence of one language and culture on another

**IB Objectives** (pg. 15 & 19)

*Within the theme of **Identities**, students will:*

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

**College and Career Readiness Standards for English/Language Arts; applicable to the level of Spanish they students are capable of using.**

Reading:

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Writing:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

## Transfer

***Students will be able to independently use their learning to...***

- demonstrate understanding that language influences identity
- demonstrate understanding that culture influences language
- discuss thoughts relating to “belonging” to one or more places
- explain the purpose of communication, depending on the context of a situation

## Meaning

**UNDERSTANDINGS**

***Students will understand that...***

1. Language and culture both contribute to form our identity.

**Essential Questions**

***Students will keep considering...***

1. Why do we communicate?

2. We communicate through words, tone, facial expressions, body language, and many other manners.
3. Gestures and body language influence communication as much as tone and the words we say.
4. We can belong in more than one place and in more than one way.

2. How do accents and dialects develop?
3. Why do some words mean different things in different locations?
4. Why is “academic language” different from “everyday language”?
5. How does language play a part in our identity?
6. What does it mean to be a part of two distinct places?

## Acquisition

### *Students will know...*

- The connection between language and identity
- Donyms of Spanish speaking countries
- Language theories
- Slang vs. Colloquialism
- Cognates
- Regionalisms between castellano
- Accent rules
- Guidelines and structure to write a diary entry
- Vocabulary
  - Real Academia Espanola (RAE)
  - bilinguismo
  - monolinguisimo
  - cognitivo
  - cognado
  - espanglish
  - jerga
  - lengua / idioma / lenguaje
  - toponimo
  - mestizaje
  - Latino vs. Hispano vs. chicano

### *In Spanish, students will be able to...*

- conjugate verbs correctly in the present and past perfect tense (haber + ado/ido/cho/to) in order to discuss changes in language and culture
- conjugate verbs correctly in the imperfect tense in order to discuss the pasts of Spanish-speaking peoples
- distinguish accents depending on country of origin
- determine how an accent is influenced by a separate language and/or culture
- identify slang & “street speak” vs. academic language
- write a personal diary expressing their relationship to the Spanish language and how it influences their culture and identity
- discuss in the target language what it means to “belong” to one or more places
- interpret words and phrases based on context and/or images
- identify cognates between Spain’s Spanish and Mexico’s Spanish

## Stage 2- Evidence

Code	Evaluation Criteria	
Part 1 → M, T → M, T Part 2 → M, T → M, T		<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they understand by evidence of...</i></p> <p>Part 1 Summatives:</p> <ul style="list-style-type: none"> <li>→ <a href="#">Content Exam Part 1</a></li> <li>→ Mock Paper 1 (writing a 150-word <a href="#">Diario</a>)</li> </ul> <p>Part 2 Summatives</p> <ul style="list-style-type: none"> <li>→ Mock IB Paper 2             <ul style="list-style-type: none"> <li>◆ <a href="#">reading</a></li> <li>◆ <a href="#">questions</a></li> <li>◆ reading <a href="#">mark scheme</a></li> <li>◆ <a href="#">audio recording</a></li> <li>◆ <a href="#">text of recording</a></li> <li>◆ <a href="#">questions</a></li> <li>◆ audio <a href="#">mark scheme</a></li> </ul> </li> <li>→ <a href="#">Content exam Part 2</a></li> </ul>

## Stage 3- Learning Plan

Learning Events (August 7-September 13, 2019)

August 2019

weeks	lunes	martes	miércoles / jueves (block day) - (7/8)	viernes (9)
<b>Week 0</b>			First days of school (school culture days)	Introduction day (Do Nows, carpetas, syllabus, etc.) - explain types of questions on IB exam -- all questions will look like these
<b>Week 1</b>	<ol style="list-style-type: none"> <li>Do Now</li> <li>¿Qué significan estas expresiones para tí?</li> <li>Ted Talk: <a href="#">¿Cómo la lengua moldea nuestra forma de pensar?</a></li> <li>Discusión</li> <li>Frases y reflexión</li> </ol>	<ol style="list-style-type: none"> <li>Do Now</li> <li>Think, write, share: ¿Cuáles son algunas frases, palabras, gestos o acentos que definen de dónde vienes?</li> <li><a href="#">Ejercicio de audio</a> - ¿Puedes adivinar de qué países hispanohablantes son estos acentos?</li> <li>Lectura y preguntas - <i>Cuándo hablas sé de dónde vienes</i></li> </ol>	<ol style="list-style-type: none"> <li>Do Now</li> <li>Ejercicio A</li> <li>Audio y ejercicio B</li> <li>Audio y ejercicio C <b>(formativo)</b></li> </ol>	<ol style="list-style-type: none"> <li>Do Now</li> <li>Audio y ejercicio D</li> <li>Diario #1</li> </ol>
<b>Week 2</b>	<ol style="list-style-type: none"> <li>Do Now</li> <li>¿Qué significan estas palabras y frases? Escribe un equivalente en tu cuaderno</li> <li><a href="#">¿De dónde viene el español?</a></li> <li>Reflexión en tu cuaderno: ¿Cuál es la</li> </ol>	<ol style="list-style-type: none"> <li>Do Now</li> <li>Contesta las siguientes preguntas utilizando tus notas de ayer: ¿De dónde venían los colonizadores españoles? ¿Con qué idioma se mezcló el español en México?</li> </ol>	<ol style="list-style-type: none"> <li>Do Now</li> <li>Busca y escribe la definición de a) topónimo b) jerga</li> <li>Repaso de vocabulario (pizarrones)</li> <li>Geografía de España</li> <li>Estaciones y apuntes</li> </ol>	<ol style="list-style-type: none"> <li>Do Now Quiz</li> <li>¿Qué es el pretérito perfecto? (Apuntes en el cuaderno)</li> <li>Conjugaciones</li> <li><a href="#">Quizlet live</a></li> <li>Boleto de salida</li> </ol>

	relación entre nuestro origen y nuestra identidad?	3. Vocabulario interactivo 4. <a href="#">Video y apuntes</a>		
<b>Week 3</b>	1. Do Now 2. worksheet to review español europeo y español mexicano 3. academias de la lengua	1. Do Now 2. Review vocabulary & differences in Spanish for content exam	1. Do Now 2. Study vocab for content exam 3. <a href="#">Content exam</a>	1. Do Now 2. <a href="#">Diario exam</a>
<b>September 2019</b>				
<b>Week 4</b>	<b>LABOR DAY - NO SCHOOL</b>	1. Do Now 2. Los círculos de identidad 3. Students pair up to share what they've written 4. Written reflection over activity	1. Do Now 2. ¿Qué sabes sobre os Hispanos en los EEUU? (reading & worksheet) 3. Trade papers & grade as a class 4. Add IB score to tracker	1. Do Now quiz 2. ¿Cuál es la diferencia entre Hispanos y Latinos? - IB questions 3. Check for understanding game: H, L o ambos <ul style="list-style-type: none"> <li>a. Students get into pairs</li> <li>b. each student gets an H &amp; an L</li> <li>c. teacher shows a map of a country labeled on the board</li> <li>d. students must hold up an H, L, or both to represent if the country is Hispanic, Latino, or both</li> <li>e. First group to lift correct answer gets 2 points; each group with correct answer after that gets 1</li> </ul>
<b>Week 5</b>	1. Do Now 2. Think, write share: ¿Qué significa "Chicano"? 3. Clarify definition	1. Do Now 2. Read & annotate a <a href="#">short history of Spaniards &amp; Mexicans</a> 3. Class discussion:	1. Do Now 2. H, L o ambos game to review 3. Review other vocabulary <ul style="list-style-type: none"> <li>a. Chicano</li> <li>b. mestizaje</li> </ul>	1. Do Now 2. Mock IB Paper 2 <ul style="list-style-type: none"> <li>a. <a href="#">reading</a></li> <li>b. <a href="#">questions</a></li> <li>c. reading <a href="#">mark scheme</a></li> </ul>

4. Listen to recording of “Don't Give in, Chicanita” and have students answer IB-style audio questions
5. Class discussion
  - a. How do you see multiple cultures addressed in this poem?
  - b. Do you see yourself in this poem? Why or why not?

- a. What do you think, understanding that race (*mestizos*) didn't exist until 500 years ago?
  - b. What would life be like if the Spaniards had never shown up to Mexico? Would you exist? What would be different about the U.S.?
  - c. Do you ever feel like you have more than one place to which you belong?
4. Review Hispano vs. Latino if time

- c. topónimos
4. Review español europeo y español mexicano
5. [Content exam #2](#) (45 minutes)

- d. [audio recording](#)
- e. [text of recording](#)
- f. [questions](#)
- g. audio [mark scheme](#)

# Materials for Unit

## → [Week 1](#)

- ◆ ¿Cómo la lengua moldea nuestra forma de pensar?
  - [TED Talk video](#)
  - [Worksheet](#)
- ◆ Cuando hablas se de donde vienes
  - [Article](#)
  - [Worksheet](#)
  - Accents [video](#)
- ◆ [Diario #1](#)

## → [Week 2](#)

- ◆ ¿De dónde viene el español?
  - [Video](#)
  - [Worksheet](#)
- ◆ Español europeo y el español mexicano
  - [Worksheet](#)
- ◆ Preterite perfect
  - [Quizlet live](#)

## → [Week 3](#)

- ◆ ¿Qué son las academias de la lengua?
  - [Worksheet](#)
- ◆ La preservación de la lengua
  - [Guia de Unidad 1](#)

## → [Week 4](#)

- ◆ La identidad multiple
  - [Protocol](#) of Identity Circles
  - [Worksheet](#) with reflection space on back
- ◆ ¿Qué sabes de los Hispanos en los EEUU?
  - Reading on pg. 198 of Spanish B for the IB Diploma
  - [Worksheet](#)
- ◆ ¿Cuál es la diferencia entre Hispanos y Latinos?
  - [Article](#)
  - IB style [questions](#)

## → [Week 5](#)

- ◆ La historia de la raza
  - [Questions](#) about recording of “No te rindas, Chicanita”
- ◆ Mestizaje
  - [Short history](#)
  - [reflection questions](#)
- ◆ [Content Exam #2](#)
- ◆ [Mock Paper 2 Exam](#)





## Resources

- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
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- 19 TAC Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English. (n.d.). Retrieved December 18, 2015, from <http://ritter.tea.state.tx.us/rules/tac/chapter114/index.html>
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### Extra Required Materials:

- classroom projector and computer
- class set of whiteboards and expo markers
- access to technology (for student PowerPoints)
- printed copies of all worksheets, readings, rubrics, and tests.