Global Summer Institute Unit Plan

Course: Spanish 3	**Teacher**: Renee Serencsits
Textbook: Avancemos (2013)	**Level**: 2
Unit: Unidad 5	**Lesson**: Ir de Tapas

Essential Questions:

What is the history and culture of Ancient and Modern Spain and Europe?
What impact did Spanish Colonization have on the rest of the world?
What are the culinary traditions of Spain and how are they expressed?
How are commands given to large groups of unknown people?
What are double object pronouns and how can they be applied to commands?
How should one respond to these given commands?
How do culinary traditions unite the whole world?

Global Themes:

The effects of colonization and modern migration have an impact all around the world.
It is a human responsibility to care for and sustain the earth and its citizens.
Storytelling is an essential human trait and every story deserves to be told.
Culinary Traditions are similar and different, but unite groups of people from all around the world.

Objectives:

Day 1	To explore and discuss the history, culture, and global impact of Spain	PA SAS 12.3.1.S3.A
Day 2	To identify, define, and use food and Spanish restaurant vocabulary	PA SAS 12.1.1.S2.B
Day 3	To identify and replace direct and indirect objects with object pronouns	PA SAS 12.1.S4.D
Day 4	To create and respond to formal commands given to large groups	PA SAS 12.1.S3.D
Day 5	To recognize and give formal commands with pronouns	PA SAS 12.1.1.S2.D
Day 6	To negotiate the meaning of literature using the pre-established lexicon	PA SAS 12.1.1.S3.D
Day 7	To combine culinary vocab and formal commands to create original recipes	PA SAS 12.5.1.S1.D

Resources:

Teachers Will Need…	*Students Will Need…*
Graphic Organizer: Spanish Colonization VR Equipment (EU VR 360) Nearpod Subscription World Historical Gazetteer Subscription Unit 5 Vocabulary Video Quizlet Subscription EdPuzzle Subscription Video and Lyrics: "Madre Tierra" - Chayanne AI Device (Siri/Google Assistant) *Todo el mundo cocina arroz* (storybook) GitHub Template	Chromebook with charger Spanish-English Dictionaries Pen/Pencil Spanish Colonization Packet Quizlet Subscription Google Classroom Audacity Writing Template: Jefe Para el Día "Madre Tierra" Packet *Todo el mundo cocina arroz* Reading Packet GitHub

<u>**Day 1**</u>: Cultura

<u>**Objective**</u>: To explore and discuss the history, culture, and global impact of Spain (PA SAS 12.3.1.S3.A)

Class Outline:

Teacher Will…	*Student Will…*
Present Nearpod: History and Development of Spain Play Geography Now! : Spain Video	Answer Pre-Learning Poll Questions Contribute to Collaborative White Board
Present Collection on World Historical Gazetteer: Map of Spanish Colonization	Spanish Colonization Packet: ● Complete Graphic Organizer with years, locations, and conquistadores ● Choose three locations and reflect on how Spanish Colonization had an impact on the people, environment, and history of that place
EU VR 360 Virtual Field Trip: Provide students with a list of historical places in Spain and instruct them to explore at least three of them through VR	Describe (in Spanish) what they have see in their selected locations in a Google Classroom Question

Resources

Nearpod: History and Development of Spain -
https://app.nearpod.com/?pin=7430A473813B4E0919AD066EBF551343-1

Map of Spanish Colonization -
https://whgazetteer.org/collections/62/browse_pl#

Virtual Field Trip -
EU 360 program OR https://www.360cities.net/search?utf8=%E2%9C%93&query=Spain

Day 2: Vocabulario

Objective: To identify, define, and use food and Spanish restaurant vocabulary (PA SAS 12.1.1.S2.B)

Class Outline:

Teacher Will…	Student Will…
Vocabulary Presentation: Present video that demonstrates the word, a picture, and pronunciation for each word Allow Students time to create Quizlet Set for Unit 5 Vocabulary List Podcast Interview/Conversation: ● Instruct students to work with a partner(s) to create a dialogue/conversation incorporating the words defined in their vocabulary list ● Provide assistance as needed	Complete vocabulary list with meaning, parts of speech, and sample sentence Create a Quizlet set using the words from vocab list ● Include translation, picture, and audio clip for each Spanish word Podcast Interview/Conversation: Record conversations with partner(s) on Audacity ● Include 10 vocab words for each student participant ● Upload sound clip to Google Classroom ● Each pair must comment on one other interview with a synopsis (in English)

Resources

Vocabulary Presentation Video:
https://www.youtube.com/watch?v=sErLaPaRRTo

Vocabulary List for Unidad 5 Lección 1:
https://docs.google.com/document/d/1WeZtl9CP97JqikuoLNM_D-RdKV0kQMvV_Vuq8BdMPdw/edit?usp=sharing

Quizlet Sample Set:
https://quizlet.com/_b9hxfp?x=1jqt&i=2a2169

Audacity:
https://www.audacityteam.org/

Day 3: Gramática (1)

Objective: To identify and replace direct and indirect objects with object pronouns (PA SAS 12.1.S4.D)

Class Outline:

Teacher Will…	Student Will…
Present Double Object Pronouns: ● Review Slideshow Presentation about Direct and Indirect Object Pronouns ● Present EdPuzzle Live Lesson on Double Object Pronouns Sentence Manipulatives: ● Pass out sentence fragments for students to create and rearrange sentences using 　○ Direct & Indirect Objects 　○ Direct Object Pronouns 　○ Indirect Object Pronouns 　○ Double Object Pronouns In-Person Interview: ● Instruct to create questions using Direct & Indirect Objects and answer those same questions by replacing Objects with the correct corresponding pronouns ● Ask students to present their conversations in their small group	Review Double Object Pronouns: ● Answer Questions in class during Slideshow Presentation about Direct/Indirect Object Pronouns ● Answer Poll Questions during EdPuzzle Live Video Lesson on Double Object Pronouns Sentence Manipulatives: ● Create complete sentences out of the fragments given using 　○ Direct & Indirect Objects 　○ Direct Object Pronouns 　○ Indirect Object Pronouns 　○ Double Object Pronouns In-Person Interview: ● Work with a partner to create questions using Direct & Indirect Objects ● Answer those questions by replacing Objects with pronouns ● Present to teach when complete

Resources

Double Object Pronouns Slideshow:
https://docs.google.com/presentation/d/17EBGlHd_7zxfd7OVpo84RGwIPm6t0Fy07ZSIS-n4Gog/edit?usp=sharing

Double Object Pronouns EdPuzzle Lesson:
https://edpuzzle.com/media/62a0cbe172a864413af4cd3c

Sentence Manipulatives:
https://docs.google.com/document/d/1CJkUVRtcCQaGjSYSojEgnSphuRj2clBXk6ct-Dw988M/edit?usp=sharing

Day 4: Gramática (2)

Objective: To create and respond to formal commands given to large groups (PA SAS 12.1.S3.D)

Class Outline:

Teacher Will…	Student Will…
Present Formal Commands: ● Review Slideshow Presentation about Formal Commands ● Present EdPuzzle Live Lesson on Formal Commands Writing/Speaking Assignment: "Jefe para el Día" ● Instruct Students complete and illustrate a story in which they are the "boss" and everyone (friends and family) has to listen to what they say ● Assist in the editing/recording of the finished product Review Game: "Simón Dice" ● Teacher leads 'Simon Says' using Spanish Formal Commands	Review Formal Commands: ● Answer in-person questions during Slideshow Presentation about Formal Commands ● Answer Poll Questions during EdPuzzle Live Lesson on Formal Commands Writing/Speaking Assignment: "Jefe para el Día" ● Write and illustrate a story in which they are the "boss" and everyone (friends and family) has to listen to what they say ● The writing must include: ○ 50 words total ○ 5 Affirmative Formal Commands ○ 5 Negative Formal Commands ● When finished writing/illustrating, student will record themselves reading the book on Flipgrid Review Game: "Simón Dice" ● Student winner leads the next round and the rotation continues

Resources

Formal Commands Slideshow:
https://docs.google.com/presentation/d/1pRJOwatKL_KF9bHS_vw-femZKa9QCX_ThFgUQ1dbNvM/edit?usp=sharing

Formal Commands EdPuzzle Video:
https://edpuzzle.com/media/624c4e38b4d48c42c850eadc

Writing/Speaking Assignment:
https://docs.google.com/document/d/1aP01uall8_mB5nz86yLsEkkGJwDm84yRwZU3ZCyyGjY/edit?usp=sharing

Flipgrid Video Production:
https://info.flip.com/

Day 5: Gramática (3)

Objective: To recognize and give formal commands with pronouns (PA SAS 12.1.1.S2.D)

Class Outline:

Teacher Will…	Student Will…
Present Formal Commands with Pronouns ● Review Slideshow Presentation about Formal Commands ● LeadPuzzle Live Lesson on Formal Commands with Pronouns Listening Assignment: "Madre Tierra" - Chayanne ● Play audio only (3X) ● Instruct students to write their 'known words' on the brainstorm map on the board ● Review all of the words and their meanings ● Play audio again ● Present the lyrics and discuss with the class to decipher the exact meaning Review Game: "Siri Dice" ● Teacher opens Siri/Google Assistant and asks student to give a command ● Based on its response, have the next student give a command to keep the conversation going	Present Formal Commands with Pronouns ● Answer in-class questions during Slideshow Presentation about Formal Commands ● Answer Poll Questions during EdPuzzle Live Lesson on Formal Commands with Pronouns Listening Assignment: "Madre Tierra" - Chayanne ● Listen to the audio only (3X) and try to identify as many known words as possible ● List 'known words' on the brainstorm map on the board ● Listen to the song again and try to decipher the general meaning of the song ● Participate in class discussion deciphers the exact meaning Review Game: "Siri Dice" ● Give the AI Device a formal command when prompted to do so by the teacher

Resources

Formal Commands with Pronouns Presentation:
https://docs.google.com/presentation/d/1JzcZcuLDAM153ZwFSeiLtd9VoHH-0C4QimmID6NojKo/edit?usp=sharing

Formal Commands with Pronouns EdPuzzle Video:
https://edpuzzle.com/media/62a0c1ef44263e41488c47e9

"Madre Tierra" - Chayanne :
https://www.youtube.com/watch?v=CK8YXpAR1ns

Lyrics for "Madre Tierra" - Chayanne:
https://docs.google.com/document/d/1t5LkAbqvyjboAMwppiX6AlnEWeF8RO5NMsleR5R-XjA/edit?usp=sharing

<u>**Day 6**</u>: Literatura

<u>**Objective**</u>: To negotiate the meaning of literature using the pre-established lexicon (PA SAS 12.1.1.S3.D)

Class Outline:

Teacher Will…	*Student Will…*
Todo el mundo cocina arroz : ● Provide students with Pre-Reading Vocab ● Locate the countries discussed in the story on the world map beach ball ● Discuss nutritional value/availability of rice ● Play Video Read-Aloud of the book ● Allow students time to complete Question Packet ● Compare and contrast the culinary similarities and differences mentioned in the story	*Todo el mundo cocina arroz* : ● Review Pre-Reading Vocab ● Locate the countries discussed in the story on the world map beach ball ● Discuss nutritional value/availability of rice ● Watch/Read the book presentation ● Complete the story Question Packet 　○ Reading Comprehension Questions 　○ Short Answer Questions 　○ Critical Thinking/Reflection Questions 　○ Venn Diagrams about the different cultures discussed 　　■ Compare and contrast the cultural similarities/differences 　　■ Compare and contrast the culinary similarities/differences
Class Discussion: ● Instruct Students share with the class a 'Rice Meal' that is from their culture/family	Class Discussion: ● Students share with the class a 'Rice Meal' that is from their culture/family

Resources

Todo el mundo cocina arroz -
https://www.youtube.com/watch?v=_L76YiCvGjQ

Reading Comprehension Packet:
https://docs.google.com/document/d/1yGSq_Edt6CIVlDx5gsx1Kevn-ydCfx-TUY7DnxAes7I/edit?usp=sharing

Day 7: Escribir

Objective: To combine culinary vocab and formal commands to create original recipes (PA SAS 12.5.1.S1.D)

Class Outline:

Teacher Will…	Student Will…

Una Receta Especial Project:
● Introduce the project in which students will create their own Recipe Blog
● Instruct students on the log in/use of GitHub template
● Review the Syllabus/Rubric requirements
● Allow students time to complete their website
	Una Receta Especial Project:
	● Create GitHub logins
	● Review Rubric with teacher
	● Code a website for personal Recipe Blog
	● The website must include:
	  ○ The name of the dish
	  ○ The ethnicity/origin of the dish
	  ○ The history of the dish (as it relates to the student)
	  ○ List of ingredients
	  ○ At least 10 Steps of Preparation (using commands)
	  ○ At least 10 Vocabulary words/phrases from the unit
	● Finished websites will be linked to the class webpage to share with family and friends

Resources

Una Receta Especial Project Rubric:
https://docs.google.com/document/d/1yyYqfwuuYU8K-_2UEpkyNsBR5sojJkBLRMo43OW_MD0/edit?usp=sharing