

Indiana Language Roadmap Community Project 2023

“Supporting Secondary Educators in Globalizing Curriculum Using University World Language Festival Resources”

Center for Language Excellence / Center for Language Technology

Indiana University

Teacher Name: Silvia Perera Mora | **School:** Snider High School, Fort Wayne, Indiana

Language: Spanish | **Grade level(s):** 6-12 | **Proficiency Level(s):** Novice to intermediate range

Lesson Topic: Hispanics and Latinx Around the World | **Length of lesson:** 40-48 minutes

State Content Standard(s): 2C Cultures – Interact with cultural competence and understanding 2C.CI.N.b – In my own and other cultures, I can identify some typical practices related to everyday life. 3C Connections – Acquiring Information and Diverse Perspectives 3C.IP.N – Novice: With guidance and support from the teacher I can access and evaluate basic information and perspectives that are available through the target language and its cultures.		
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none">● Explain where Spanish comes from.● Identify the Spanish-speaking countries in the Americas.● Explain the difference between Hispanic and Latin American, and Latino/a (or Latinx).● Identify geographic vocabulary used to talk about maps such as: continent, country, ocean, sea, language.		
Procedure		
Activity + Description	Time	Materials Required
1. Introduction: <ul style="list-style-type: none">● A map of the world is projected on the screen. Using the Target Language, the teacher presents the map and asks yes or no questions. The teacher presents the world, continents, countries, oceans – I suggest doing the home country first to establish meaning and help students create a connection with the material. (See example under Materials Required.)	5-8 min	<ul style="list-style-type: none">● Google Maps in TL and Projector● Example (For more detailed step by step instructions on these questions see Teacher Questioning Guide): Teacher: Clase, ¿este es un planeta o un país? (while projecting the Planet Earth on the screen) Students: Un planeta. Teacher: Sí, este es un planeta. Se llama planeta Tierra. (Zoom in, show North America) Teacher: Clase, ¿este es un continente?



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<ul style="list-style-type: none"> Students can fill out the vocabulary in the Lesson Guide. 		<p>Students: Sí. Teacher: ¿Este continente se llama Norte América o se llama África?</p> <ul style="list-style-type: none"> Example questions pointing to the different places on the map: <ol style="list-style-type: none"> Is this a continent or a planet? Is this a country or an ocean? Is the name of this country Canada? Is this country Mexico or Argentina? Is Spain a country or a continent? On what continent is Spain? Does Spain share a border with the United States or Portugal? What language do people speak in the United States? ¿Hispano o Latino? Lesson Guide
<p>2. Spanish comes from Spain:</p> <ul style="list-style-type: none"> Introduce the concept of LANGUAGE, starting with the Target Language and the Native Language. Circle other languages and build a pattern for where they come from: I speak English, I also speak Spanish. Spanish is my native language; I am bilingual because I speak two languages. There are many languages in the world. (Ask for examples - translate to Spanish as they come up.) Zoom into the map to show Europe where you can see each country's name. 	<p>15 min</p>	<ul style="list-style-type: none"> ¿Hispano o Latino? Lesson Guide



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<ul style="list-style-type: none">● Ask: What language do they speak in France? (Class should respond French or francés)● Ask: What language do they speak in Italy? (Class should respond Italian or italiano)● Ask: What language do they speak in Portugal? (Class should respond Portuguese or portugués)● Ask: What language do they speak in England? (Class should respond English or inglés)● Ask: What language do they speak in Spain? (Class should respond Spanish or español)● Once you have established the names of the languages and their origin, reiterate in the TL that each language comes from their respective country: French is spoken in France, Italian is spoken in Italy, Portuguese is spoken in Portugal, German is spoken in Germany, Greek is spoken in Greece, English is spoken in England, and Spanish is spoken in Spain.● People who speak Spanish are called Hispanic, people who don't speak Spanish BUT have family (mother, father, grandmother, grandfather, etc) who speak Spanish are also Hispanic. The countries where Spanish is a primary language are also called Hispanic countries, there are 19 of them in the Americas.		
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<p>3. Spanish speaking countries:</p> <ul style="list-style-type: none">Starting closest to the home country, the teacher begins presenting the Spanish-speaking countries. *Assuming home country is USA*: Mexico, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama; Cuba, Dominican Republic, Puerto Rico. Reinforce North America as a continent and circle (click here for an explanation of what circling is) concepts like: ocean, sea, country, language.Continue with South America: Colombia, Venezuela, Ecuador, Peru, Bolivia, Paraguay, Chile, Argentina, Uruguay. Reinforce South America as a continent and circle: ocean, sea, country and language again. Then, bring attention to Brazil as a NON-Spanish speaking country.Zoom out, ask students true or false questions about North and South America, including names of countries, languages spoken, oceans, and number of countries. For example:<ol style="list-style-type: none">Argentina is a Spanish speaking country (T)Brazil is in North America (F)Mexico borders ONLY the Pacific Ocean. (F)Brazil is NOT a Spanish speaking country. (T)Ecuador borders the Atlantic Ocean (F)Establish meaning for Latin America: Countries in the Americas where Romance languages (languages derived from Latin) are	<p>15-20 min</p>	<ul style="list-style-type: none">Google Maps in TL and Projector¿Hispano o Latino? Lesson Guide
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<p>predominantly spoken: Americas that were ruled by the Spanish, Portuguese and French empires.</p>		
<p>4. Exit ticket</p> <ul style="list-style-type: none">● Use true or false questions in the right hand column.● Have students take out a piece of scrap paper and write the numbers 1-8 (in this case) and then just read out loud the T/F questions and they just write T or F for each, then turn it in as they walk out.	<p>5 min</p>	<ul style="list-style-type: none">● Exit ticket questions:<ol style="list-style-type: none">1. (T-F) Europe is a country.2. (T-F) Colombia is a country.3. (T-F) Mexico is a language.4. (T-F) Spanish is a language.5. (T-F) Spain is a country in Latin America.6. (T-F) Dominican Republic is a country in Latin America.7. (T-F) Brazil is a Hispanic country8. (T-F) Mexico is a Hispanic country.
<p>Assessment: How did you evaluate students' success?</p> <ul style="list-style-type: none">● Students will categorize countries according to language and location (Student Lesson Guide).● Throughout the lesson, the teacher will ask circling (here is a free download from TPT about circling) and comprehension questions to assess the students' understanding before moving on to the next step.● Either/or and yes/no questions, multiple choice, and pick one, written quiz. (Use as example my 8 T/F questions under “Assessment.”)		
<p>Homework</p> <ul style="list-style-type: none">● Country Activity (also linked to in Student Lesson Guide)● **EXTENDED: A series of descriptions of famous people from around the world is given to students to identify, analyze, and categorize.		

