

Unit 2: Mis amigos y yo

7th & 8th Grade Cultural Spanish

10 Class Meetings

Created July 2020

Essential Questions

- How do I use another language to communicate with others?
- How does culture impact communities?

Enduring Understandings with Unit Goals

EU 1: Communication with others in another language encourages further understanding of other people and their cultures.

- Use resources to discover the culture of Spanish-speaking countries
- Determine the similarities, differences, and influences Spanish-speaking cultures have with other cultures
- Exchange and present dialogue about comparisons between cultures.

EU 2: An expanded understanding of other people and cultures builds empathy and a sense of community

- Compare and contrast music and dance traditions of Spanish-speaking countries with other countries
- Generate ideas and connections to musical influences in pop culture
- Determine how the musical and dance traditions of Spanish-speaking cultures have influenced the current culture
- Research and create a presentation about the contributions of a selected Hispanic American

Standards

Connecticut World Language Curriculum Framework

COMMUNICATION

- **Standard 1.1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- **Standard 1.2:** Students will understand and interpret spoken and written language on a variety of topics.
- **Standard 1.3:** Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

CULTURES

- **Standard 2.1:** Students will demonstrate an understanding of the traditions, products, and perspective of the culture studied.

CONNECTIONS

- **Standard 3.1:** Students will reinforce and expand the knowledge of other areas of

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study through the world language.

- **Standard 3.2:** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

COMPARISONS

- **Standard 4.1:** Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

- **Standard 5.1:** Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Describing themselves and friends

- Determine definite and indefinite articles
- Apply the verbs “*gustar*” and “*ir*”
- Distinguish among irregular verbs, infinitives, and descriptive articles
- Determine noun/adjective agreement
- Discover and evaluate cognates
- Describe hobbies, interests, and school activities

2. On-line Spanish- Speaking Countries Research

- Examine the history and purpose of Hispanic Heritage Month
- Discover information about Latin American countries/ethnicities
- Determine Hispanic/Latino traditional music and dance
- Evaluate culture and language variations across Latin America

3. Hispanic Pop Culture Connections

- Discover about Mexican geography and culture
- Determine Mexican-American cultural influences (ie. Selena, Tejano music, Tex-mex)

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Interdisciplinary Connections

- English – cognates, words with Latin routes, structure and function of language
- Math- numbers, graphs, analyzing data, formulas
- Social Studies: geography, history of Mexico, Latino ethnicities
- Art: Traditional/cultural dance and music
- ESL: Reading, writing, recognizing cognates

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Produce and share a written/oral passage about activities they like and don't in Spanish.
 - *Te gusta o no te gusta?*
- Compare and contrast activities based on benefits to health?
 - *How often do you practice your hobbies?*
- Conjugate -ar, -er, ir verbs
 - *What is an infinitive verb?*
- Formulate a graph with results from a classroom survey (I like/don't like)
 - *Define graph vocabulary*
- Plan a multi-media presentation to talk about yourself (likes and dislikes)
 - *Answer questions about the purpose of a rubric*
- Compare and contrast traditional dances in Latin America
 - *What type of Latin music and musical instruments are you familiar with?*
- Prepare a biography outline of an influential Hispanic figure
 - *In what ways is Hispanic heritage month celebrated in the United States?*
- Revise and present biography project**
 - *What are some useful editing/revising tools we need to know?*
- Discover cultural contributions the United States has adopted from Mexico
 - *What is tex-mex music?*
- Critique how Latino music has influenced current pop culture
 - *Which Latin American artists do you know?*
- Determine Mexican and American cultural influences to understand the life of an influential Mexican-American artist.
 - *What do you know, want to know about the life of Selena?*
- Formulate questions and answers about the life of Selena
 - *How would you describe Selena?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Color coding verb roots
- Linguistic formulas

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- Guided conversations
- Guided notes
- Student choice
- Flash cards
- Quizlets
- Strategic grouping
- Think-Write-Pair-Share (TWPS)
- Do-Nows
- Observations
- Self assessment
- Class participation
- Guided reading/writing skills practice
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

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Assessments

FORMATIVE ASSESSMENTS:

- Homework
- Guided Classwork with skills practice
- TWPS
- Warm-ups / Exit Slip
- Binder checks
- Observations
- Self-assessments
- Class participation
- Student dialogues
- Quiz on map of Spanish-speaking countries

SUMMATIVE ASSESSMENTS:

- Quiz- EU 1
- Quiz- EU 2
- Quiz- EU 3
- Unit Task- “Spanish-Speaking Countries Folklore Dance Project”

Unit Task

Unit Task Name: “Spanish-Speaking Countries Folklore Dance Project”

Descriptions: Communicate with others in another language encourages further understanding of others and other cultures. **(EU:1)** Students will be able to conduct research on different Latinx folklore dances in order to select one that interests them the most. Afterwards, students will have the option of creating an art or multimedia art project to present to the class explaining the origin, traditional dresses, and dance techniques of various Spanish-speaking countries. (EU 1 & 2).

Evaluation: *Summative Assessment and Future Rubric in 2021-2022 school year*

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Unit Resources

- *Realidades, Prentice Hall*
- *Internet databases*
- *Worksheets*
- *Laptops*
- *Airtame*
- *Grammar/vocabulary websites*
- *www.studyspanish.com*
- *Youtube.com*
- www.rae.com
- www.wordreference.com
- www.learningspanishlanguage.com
- *Google classroom*