

Unit 1: Spanish roots

7th & 8th Grade Cultural Spanish

12 Class Meetings

Created July 2020

Essential Questions

- How do I use another language to communicate with others?
- What is the Spanish-speaking world like?

Enduring Understandings with Unit Goals

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

- Exchange dialogue using Spanish to convey thoughts and ideas

EU 2: Spanish language has evolved into various dialects

- Compare and contrast between Spain and Arabic countries
- Differentiate between cultural and linguistic traits from Spanish speaking countries

EU 3: Communicating with others in another language can enhance career opportunities and competition in the global job market.

- Examine and contrast bilingual careers
- Develop opinions about successful Latino business owners in the US and our community

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 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.

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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. Communication Using Spanish
 - Apply basic greetings using Spanish grammar and vocabulary in real-world scenarios
 - Analyze calendar to determine days, months, year in Spanish
 - Compare and contrast the seasons in various English-speaking and Spanish-speaking countries
 - Conjugate AR verbs
 - Compare and contrast common English-Spanish cognates
 - Apply strategies to decode unknown words
 - Categorize personal and object pronouns

2. Spanish Influences
 - Discover the history of the Spanish culture and language (ie Pablo Picasso)
 - Synthesize connections to the Arabic language
 - Distinguish among Spanish-speaking countries
 - Determine language variations across Latin America

3. Career Descriptions
 - Discover bilingual career interests
 - Evaluate bilingual statistics related to bilingual careers
 - Determine the benefits that being bilingual provides in the job market

Interdisciplinary Connections

- English – cognates, words with Latin routes, structure and function of language
- Math- numbers, graphs, analyzing data, formulas
- Social Studies: geography, history of Spain and Arabic countries
- Art: music, dance, interpreting art, differentiating art styles
- ESL: Reading, writing, recognizing cognates

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Translate cognates and apply language decoding strategies to comprehend text
 - *Think about ways you used in the past to understand words, commands, or expressions in Spanish you did not know the meaning to. What did you do?*
- Generate an oral and written introduction about themselves to others. **
 - *Greetings and farewells vary across Latin America, what are some ways we greet each other in the United States*
 - *Write a greeting text to a close friend*
- Formulate oral and written questions and provide responses based on the topics of school, friends, and calendar **
 - *When you first meet a classmate, what do you want to know about them?*
 - *What is the importance of calendars?*
 - *How do seasons vary across Latin America compared to the United States?*
- Analyze and examine the root of the Spanish language and its connection to the Arabic language
 - *Who was Pablo Picasso?*
- Evaluate the definition of Spanish, Hispanic and Latinx
 - *Generate predictions of the meaning of Spanish, Hispanic and Latinx*
- Compare and contrast various bilingual professions
 - *What is the benefit of mastering another language in any job?*
- Generate a written and oral discussion about careers of choice
 - *What is your career of choice? What interest you?*
- Demonstrate content knowledge for success on unit task

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Color coding verb roots
- Linguistic formulas
- Guided conversations
- Guided notes
- Student choice
- Flash cards
- Quizlets
- Strategic grouping
- Do-nows
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback

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- 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

Assessments

FORMATIVE ASSESSMENTS:

- Homework
- Guided Classwork with skills practice
- Think-Write-Pair-Share (TWPS)
- Warm-ups / Exit Slip
- Binder checks
- Observations
- Self-assessments
- Class participation
- Student dialogues

SUMMATIVE ASSESSMENTS:

- Quiz- EU 1
- Quiz- EU 2
- Quiz- EU 3
- Unit Task- “What Do I Want to Be?” Project

Unit Task

Unit Task Name: “What Do I Want to Be?” Project

Descriptions: In this task, students will demonstrate understanding of ways communicating with others in another language can enhance career opportunities and competition in the global job market (EU 3). Students will be able to conduct research on different bilingual careers 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 their career of choice using Spanish language (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*
- *Internet databases*