

Unit 6: Pulsera Project

7th & 8th Grade Cultural Spanish

8 Class Meetings

Created July 2020

Essential Questions

- How does poverty affect education?

Enduring Understandings with Unit Goals

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

- Contrast and compare illiteracy rates in Latin America
- Generate ideas about Nicaragua's geography and demographics
- Differentiate socioeconomic realities between U.S and Nicaragua

EU 2: Understanding socioeconomic differences as reflected in different education systems

- Conclude ideas about "The Pulsera Project's" mission
- Apply grammatical structures to express empathy in Spanish
- Organize the various techniques used in making Pulseras
- Prepare a business plan related to the sale of "The Pulsera Project"*

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

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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

- EU 1:** Communicating with others in another language encourages further understanding of others and other cultures
- a. Apply statistical skills to compare data
 - b. Formulate questions and provide answers about Nicaragua’s geography and demographics
 - c. Contrast and compare socioeconomic realities between students from the U.S and Nicaragua
- EU 2:** Understanding socioeconomic differences as reflected in different education systems
- a. Evaluate the mission of the “Pulsera Project”
 - b. Distinguish expressions of empathy
 - c. Assemble techniques of artisan pulsera production
 - d. Conclude the elements of a business plan

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Create and discuss visual representation of illiteracy data in Latin American countries
- Contrast and compare Nicaraguan demographics to the U.S
- Analyze “A day in the Life” video to create awareness about Nicaraguan daily life
- Prepare a written prompt describing one of the Nicaraguan artisans in the Pulsera Project
- Apply expressions of empathy to creates sentences
- Analyze the social issues “The Pulsera Project” is trying to address in Central America
- Prepare a hypothetical business plan of how “The Pulsera Project” would run in our community*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Multi-media presentations
- 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
- 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
- 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
- Performance Task: “Pulsera Project Plan”

Unit Task

Unit task name: “Pulsera Project Plan”

Description: In this task, students will apply knowledge of Nicaragua’s education system and socioeconomic disparities between the country and the U.S (EU 1). Afterwards, students will create a business plan to project how the “Pulsera Project” could operate in our community(EU 3).

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*
- *Google slides*
- *“The Pulsera Project”*