

2023 L&C 7 Unit 6: Spanish Carribean

Content Area: **World Language**
Course(s): **Health I**
Time Period: **October**
Length: **8**
Status: **Published**

Unit Overview:

In this unit, through the use of the Spanish Language, students will learn about the geography, culture, language and traditions of Puerto Rico, the Dominican Republic, and Cuba. Emphasis will be placed on using the target language to discuss the topics and developed a foundational use of the language. This unit aims to explore the relationships these countries have due too their close proximity, as well as the differences that make them unique. Students will also learn about various forms of popular music that have been developed in Puerto Rico, the Dominican Republic, and Cuba. This includes: Salsa, Merengue, Reggaeton, and Bachata. Students will also learn about how European, Indigenous (Taino), and African cultures combined to make up the countries as we know today.

Interpretive:

- Students will be able to describe traditions and lore.
- Students will be able to express their opinions about local foods, climate, music, etc.

Interpersonal:

- Students will be able to talk about locations thy would like to visit and things they would like to do in the country.
- Students will able to use the target language to discuss travel and provide preferences.

Presentational:

- Students can present information about the local foods, climate, music, etc. of the country.
- Students can engage in role-playing activities in target language.

Essential Questions:

Why are the cultures of Spanish Carribean countries different from those of other Spanish speaking countries?

How are they similar?

What ingredients can be found in multiple Caribbean dishes?

What ingredients are unique to a specific dish or country?

Enduring Understandings:

Although many countries may speak the same language, one must not assume they have the same culture.

Many countries have been affected by the slave trade and its affects can be seen in the mixing of cultures from Europe, Africa, and the Indigenous Peoples of the Americas.

Standards/Indicators/Student Learning Objectives (SLOs):

WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Lesson Titles:

Career Readiness, Life Literacies, & Key Skills:

Global Perspectives

Information Literacy

Media Literacy

Life and Career Skills

Communication and Collaboration

TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL	Technology Literacy
TECH.9.4.8.GCA	Global and Cultural Awareness

Inter-Disciplinary Connections:

English: reading and writing in the target language.

Social Studies: Geography and Culture

LA.RI.7	Reading Informational Text Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
LA.RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface. The physical and human characteristics of places and regions are connected to human identities and cultures.

Equity Considerations

Amistad Mandate

Topic: Effects of the Slave Trade on the Culture of Puerto Rico

Materials Used: [Bomba](#)

Addresses the Following Component of the Mandate:

African Slave Trade

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Coastal Zone Management: Most of the population of the Caribbean lives within the coastal zone, which is also the location of most of the region's tourism infrastructure—a main source of employment and foreign exchange earnings. Climate change is projected to lead to: coastal erosion; risk of displacement for coastal communities; loss in touristic attractions; eutrophication and sedimentation of coastal waters; and coral bleaching.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Resources & Materials:

Puerto Rico, Dominican Republic, Cuba (and [Miami](#))

- Geography
 - [Puerto Rico](#)
 - [Dominican Republic](#), [Extra](#)
 - [Cuba](#), [Kids geo](#)
- Famous Cultural Icons & Locations
 - [Celia Cruz](#) (CU),
 - [Sample of music](#)
 - [Jose Martí](#) (CU)
- [Landmarks \(CU\)](#)
 - [Guantanamo Bay \(historical landmark/prison?\)](#)

- Bad Bunny (PR)
 - [Organization](#)
 - [Bio](#)
- [Ricky Martin](#)
- [La fortaleza \(P.R.\)](#)
- [El yunque](#) (P.R)
 - [Yokahu Tower](#) (easily visible and shown on Google Earth as well, can be used to show the landscape of P.R)
 - [Día de los tres reyes](#)
- [Juan Luis Guerra \(DR\)](#)
- [Romeo Santos](#) (American-Dominican)
- [Sammy Sosa](#) (American-Dominican)
- [Monumento de Santiago](#) (D.R)
- Literature & Legends
 - [Puerto Rico](#), [Juan Bobo](#)
 - [Dominican Republic](#)
- Food!
- - [Piragua](#) (PR)
 - [Ropa vieja](#) (CU)
 - [Tostones](#)
 - [Mangu, Tres Golpes](#) (D.R)
 - [Mofongo](#) (PR)
 - [Puerto Rico Common Foods](#)
 - [Dominican Republic Common Foods](#)

- [Cuba Common Foods](#)
- Costumes, Music, & Homelife
- [Culture of puerto rico, Taíno](#)
 - [Merengue](#) (originated from D.R but very popular in PR),
 - [Reggaeton](#)
- [Salsa](#) (CU)
- [Bachata](#) (DR)

[Santeria](#) (CU and caribbean,religion)

Summative Assessment:

- Unit test that includes listening, reading, writing and speaking sections.
- Listening comprehension assessment
- Interpersonal speaking assessment
- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark

- Unit test that includes listening, reading, writing and speaking sections.
- Target Language Integrated Performance Assessments

Alternative Assessments

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces

- Concept maps
- Case-based scenarios
- Portfolios

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Use available sources to identify information about people (e.g. physical characteristics, personality qualities, and age). (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions about physical characteristics and personality qualities. (Blooms: Remembering, Understanding, Applying)
- Use appropriate greetings in a variety of scenarios. (Blooms: Remembering, Understanding)
- Use appropriate intonation for asking questions. (Blooms: Remembering, Understanding, Applying)
- Describe self and others, including family members. (Blooms: Remembering, Understanding, Applying)
- Retell grade level-appropriate text orally and/or written including physical characteristics and personality qualities by creating a presentation. (Blooms: Remembering, Understanding, Applying)
- Use available sources to identify pastime activities and preferences related to these activities. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions related to pastime activities. (Blooms: Remembering, Understanding, Applying)
- List culturally specific and personal pastime activities. (Blooms: Remembering, Understanding, Applying)
- Retell grade level-appropriate text orally and/or written including preferences related to pastime activities by creating a presentation. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

Formative Assessment:

Warm up:

- Quizlet vocabulary
- Video clip
- Individual practice
- Worksheet
- Guided practice
- Review prior day's lesson
- Music

Anticipatory Set:

- Practicing learned vocabulary in different scenario-based exercises
- Simple written and oral dialogues
- Interactive questioning
- Student interviews
- Role-playing activities
- EdPuzzle
- Cloze activity
- Short videos and responses
- Oral questioning and answering in the target language
- Listening comprehension activity
- Guided speaking activity
- Flipgrid
- Jamboard conversations
- TPR (total physical response) activities
- Short readings and responses

- Extended responses to videos and listening comprehension

Closing:

- Exit ticket
- Review day's lesson
- Guided review
- Exit Ticket
- Google Form
- Review of Day's Lesson
- Vocabulary charades
- Kahoot
- Quizlet Live

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments

- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures

- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Computer Science and Design Thinking Standards
