Unit 2: Cultural Customs and Traditions

Content Area: **World Languages**
Course(s):
Time Period: **October**
Length: **8 Weeks**
Status: **Published**

Enduring Understandings

- Language connects people.
- Language and culture are inextricably linked.
- Perspectives, practices, and products are windows into a culture.
- Geography influences our society and institutions.
- Meaning is conveyed through phrasing, intonation, and syntax.
- Comparing and contrasting between one's native-language and the target-language ultimately improves one's awareness and development of each independent language.
- Using cognates and context clues is a strategy that can be used to enhance comprehension of oral and written discourse across all languages.
- Culture is the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.
- Syntax is the arrangement of words and phrases to create well-formed sentences in a language.

Essential Questions

- How does culture make each Spanish-speaking country unique?
- How do the connections between perspectives, practices, products, and language intersect?
- How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live?
- Why do specific elements within a clause impact the structuring of the verb?
- How does syntax of the target-language equate/differ from syntax of one's native language?
- How does problem solving and collaborating with peers enhance one's success in the classroom and the world at large?

Content

Vocabulary:

Phase 1: La Ropa; Los Colores

Phase 2: La Comida (nouns); Descripciones de la Comida (adjectives); Commonly Used “-ER” Verbs

Structure:

Phase 1: Ser (3rd-person singular; 3rd-person plural) + Adjective(s); Noun/Adjective Agreement

Phase 2: Present Tense -ER verbs; Subject Pronouns; Supporting an Improper Noun with an Accurate Verb Structure

Recall:

Phase 1: El Año: Days, Months, Seasons; Weather; Present-Tense -AR Verb Structures; Subject Pronouns

Phase 2: Gustar; Ser (3rd-person singular; 3rd-person plural); Los Colores; Noun/Adjective Agreement

Culture:

- Diego Velázquez (Spain)--Las Meninas
- Siesta (Spain)
- Functions of Clothing; Social-psychological/Cultural Functions; Clothing as Communication
    - Argentina--Gaucho
    - Panama--Pollera
    - Colombia; Perú; Bolivia--Ponchos
    - Mexico--Jipijapa v. Colombia--Sombrero Aguadeño
    - Modern Clothing Influenced by Culture
        - Carriel (Colombia)
        - Guayaberas (Central America)
        - Bolero (Spain)
        - Raffia Bag (Wayuus--Colombia; Náhuatl--México)
- Unique aspects of food according to culture
    - Eating habits

- Spain v. Latinx v. Hispanic
    - Churrasco (Latin America)
    - Paella (Spain)
    - Tamales (Mesoamerica)
    - Pabellon Criollo (Venezuela)
    - Bandeja Paisa (Colombia)
    - Asado (Argentina; Ecuador; Paraguay; Peru; Uruguay)
    - Encebollado (Ecuador)
- Collision of cultures--Loanwords

Skills

Phase 1:

- Recognize features of nouns, verbs, and adjectives within the target-language
- Compare and contrast peculiarities of both singular and plural terminology the target-language
- Investigate features of nouns (singularity/plurality; femininity/masculinity/neutrality) in order to determine a complimentary adjective structure
- Consider context clues to activate an appropriate 3rd-person structure of the verb, “ser,” within oral and written discourse
- Spontaneously recall and utilize terminology associated with “el año:” months, seasons; and weather in the target-language to support expression of new vocabulary
- Identify similarities and differences between personal native-language and the target-language

Phase 2:

- Spontaneously recall and utilize terminology associated with “food” in the target-language
- Explain the difference between an infinitive and a conjugated verb
- Rephrase main ideas through oral and written discourse in the target-language
- Compare and contrast peculiarities of regular, present tense “-AR” and “-ER” conjugated structures
- Identify a linguistic pattern unique to present tense “-ER” conjugated structures
- Express from the first-person point of view within oral and written discourse through utility of regular,

present tense “-ER” verbs

- Communicate information from the third-person point of view within oral and written discourse through utility of regular, present tense “-ER” verbs

Resources

- Textbook: Avancemos 1
- Verbs: Ser (3rd-person singular; 3rd-person plural); Present Tense -ER Verbs
- Vocabulary List: La Ropa; Los Colores; La Comida (nouns); Descripciones de la Comida (adjectives); Commonly Used “-ER” Verbs
- Learning Platforms: NewsELA; Gimkit; Duolingo; YouTube
- Google Chromebooks
- G-Suite
- Graphic Organizers

Standards

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

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.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Modifications

Special Education and 504s:

Including but not limited to

- Specific accommodations and modifications as indicated in a student's IEP and/or 504
- Use an alternative instructional method to address individual learning style
- Provide study guide for assessments
- Provide additional time to complete assignments

Students at Risk of School Failure:

Including but not limited to

- Reduce length of assignments
- Allow for different modes of assessment
    - Writing assessments using sentence strands
    - Reading assessments with running vocabulary lists
    - Speaking assessments with detailed prompts
- Repeated check-ins during class sessions
- Prioritize tasks in checklist, note completion

English Language Learners:

Including but not limited to

- Connections to prior knowledge/background
- Connecting content to ELLs' background knowledge
- Teacher will model how to complete a task or assignment
- Use of think-alouds to show progress thought the steps of the task
- Use of adapted texts

Gifted and Talented:

Including but not limited to

- Acceleration or compacting of content
    - Using unseen vocabulary in the context of learned syntax to stretch communication
    - Scaffolding for other students
- Flexible pacing
- Use of advanced or complex concepts and examples
    - Extending verb discussion beyond "er" and into "ir"
- Connections to other content areas

Assessments

Including, but not limited to

- Use formative measures to track individual and/or class progress toward standards-aligned objectives
- Help students track their individual progress toward standards-aligned objectives
- Determine whether small group or individual interventions are needed to advance learning of standards-aligned objectives
- Use formative and alternative assessments that reflect awareness of cultural differences represented in the classroom
- Assessment of standards and standards-aligned objectives as indicated in curriculum units

- Department common assessments, and Midterms and Finals
    - Interpersonal Conversations
    - Tasks which require close reading and writing
    - Products which are centered in the target language through the three modes of communication

Interdisciplinary Connections

Mathematics:

- Understanding of the numerical system through a secondary language
- Analysis of graphs and charts

English Language Arts:

- Close reading of text to understand new information
- Gathering relevant information from a text in the target language
- Using language to express ideas and relay information

Science:

- Identifying and addressing global issues such as climate change

Social Studies:

- Investigating historical figures of Spanish speaking countries
- Identifying cultural and historical contexts of Spanish speaking countries and peoples.

Technology

- Use of electronic platforms identified in the resources section such as
    - G-Suite
    - DuoLingo
    - Gimkit
    - Laptop Use