Unit 4: Concert and Dance

Content Area: **World Languages**
Course(s): **Spanish 4 CP**
Time Period: **December**
Length: **7 blocks**
Status: **Published**

Transfer Skills

TLW compare and contrast popular music in the American and Spanish Culture in the target language.

Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

One can learn about the history of a nation through exploring the arts of dance and music.

Traditions and rituals are important in every culture.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

How do geography and history affect the traditions of a country (or part of a country?)

How does music define a culture or nation?

How has the Hispanic culture influenced music and dance in our country?

Content

Vocabulary:

El baile (To dance, to sing, to stay out late, to smile, intermission, refreshment, drum, dance partner, singer, band, live music, disco, etc.)

Structure:

Focus-Future tense

Reinforcement of noun adjetive agreement, comparisons, direct/indirect object pronouns, preterit/imperfect, future/conditional, subjunctive

Skills

Identify vocabulary related to music, concerts and dance in order to describe your likes, dislikes and preferences

Compose questions and respond to personal questions related to chapter vocabulary

Discuss past experiences at concerts and school dances using unit vocabulary

Identify popular music and dance in our country

Identify popular music and dance in the Hispanic world

Compare the elements of music and dance in our country with the Hispanic world

Identify the historical and artistic elements of *flamenco* dance and music in Spain

Describe a past concert or dance incorporating the preterit and imperfect tenses to narrate the event

Recall the forms and uses of the future tense to tell what will happen in the future

Resources

Chapter Grammar Packets

Chapter Vocabulary Lists

Chapter Listening Packets

Chapter Speaking questions

Standards

WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.