Unit 6 - Let's Celebrate

Content Area: **World Languages**
Course(s): **Spanish A**
Time Period: **May**
Length: **4 Weeks**
Status: **Published**

Transfer

Enduring Understandings

Language connects people.

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.

History and traditions determine how people celebrate holidays and special events.

Types of celebrations and traditions reveal cultural perspectives of a society.

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?

What can I already communicate in my new language?

Do celebrations reflect or shape culture? Why?

How do Latin American and North American celebrations differ? What do they have in common?

What can we learn about the people and their cultural perspectives by examining the holidays and festivities?

Content

Structure:

Ver

Ir + a + infinitive

Stem-changing verbs: o -> ue

Stem-changing verbs: e -> i

Reinforcement of –er verbs

Reinforcement of ir

Reinforcement of tener expressions

Direct Object Pronouns

Reinforcement of ir+a

Ir + a + infinitive

Vocabulary

Names of celebrations: quinceaneara Feria de Malaga, Dia de la independencia, el 12 de octubre, el dia de los muertos, la navidad, el ano Nuevo, carnaval, las fallas, semana senta, cinco de mayo, dia de simon bolivar

Chores: pasar la aspiradora, limpiar, poner la mesa, cortar el cesped, hacer la cama, ayudar, limpiar los platos

Learning Objectives

Investigate the internet to find different types of celebrations in Spanish-speaking countries.

Give and follow commands using ”deber” for helping with preparations.

Investigate information using the internet and *Avancemos* to identify and describe some cultural practices associated with celebrations in Spanish-speaking countries.

Identify activities and chores associated with authentic celebrations in the target language.

Identify certain family member roles in each celebration or holiday.

Identify food, practices, clothing and people associated with the holiday or celebration in the target language.

Listen to and comprehend a short video of a Quinceanera in Spanish.

Read and interpret news articles about current Hispanic celebrations around the world.

Exchange information with others by writing a pen-pal letter via email to compare and contrast various celebrations and holidays.

Give and follow a series of chores in Spanish to complete and act out in order to plan a celebration or holiday.

Dramatize and act out a scene from the Reader’s Theater to properly express intonation and idiomatic expressions in the target language.

Compose and ask interview questions to ask classmates about preferences of chores and different holidays in the target language.

Use number and foreign currency when making purchases

Convert American money into the currency of the target culture.

Organize and plan an authentic digital celebration from a Spanish-speaking country using Prezi, PowerPoint, Edmodo, Powtoon, etc using target vocabulary of chores, ir + a + infinitive, tener que, and ar, er, and ir verbs.

Create an invitation in Spanish in writing to correspond with a particular authentic Hispanic celebration.

Describe orally and in writing the clothing, food, and items necessary in order to have a particular celebration in a Hispanic country.

Tell or retell the authentic Aesop's Unclassic Fables orally or in writing in Spanish through the use of podcasts or skits.

Demonstrate an understanding of the relationship between the practices and perspectives of the celebration of Quinceanera in the Latin American world and Sweet 16 celebrations in the United States.

Resources

Potential Works of Study:

1. *Avancemos*Spanish 1 by Holt McDougal 2013 "Quinceaneara" p. 180
2. *Authentic current articles about Spanish-speaking festivals around the world.*
3. *Aesop's Un-classic Fables*in Spanish by Paula Camardella Twomey
4. Reader's Theater

Standards

WL.7.1.NH.A	Interpretive Mode
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.

WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.B	Interpersonal Mode
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.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.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C	Presentational Mode
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.