Unit 7: Las fiestas

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Week 31**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit students will explore cultural celebrations and traditions in the Spanish-speaking world. They will be introduced to the terms relating to parties and celebrations as well as words for stages of life and personal relationships. Students will learn how to express congratulations and gratitude. The preterite tense will continue to be used to narrate events from childhood.

Standards

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
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.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.NH.A.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.7.1.NH.A.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
WL.7.1.NH.A.C.9	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes).
WL.7.1.NH.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.NH.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.NH.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
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.B.L.1.a	Ask and answer questions related to everyday life.
WL.7.1.NH.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.NH.B.L.1.b.2	Ask for and give permission.
WL.7.1.NH.B.L.1.b.3	Express needs.
WL.7.1.NH.B.L.1.b.4	Give reasons.
WL.7.1.NH.B.L.1.b.5	Request, suggest, and make arrangements.
WL.7.1.NH.B.L.1.b.7	Express an opinion and preference.
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.

Essential Questions

- How do people talk about celebrations?
- How does culture influence our values and beliefs?
- What are some traditional celebrations in the Spanish-speaking world?
- What role does culture play in how we celebrate events? How does culture influence our values and beliefs? How do people talk about celebrations? What are some traditional celebrations in the Spanish-speaking world?

Application of Knowledge and Skills...

Activities

- Students will create a time line of events in their lives and share with class.
- Students will prepare and present a skit involving one stage of life. Students will identify the stage of life, (quinceanera, bautismo, boda, etc.) and critique skits (What could you have included that you did not? Etc.)

- Students will view video Fotonovela- ¡El dia de muertos! and respond to comprehension questions.
- Teacher will present new terms relating to celebrations and fiestas. In partners, students will describe the best party and/or worst party that they attended.
- Students will create an announcement or invitation. For instance, students may create an announcement for a Cinco De Mayo Party.
- Students will read a passage about Chile's Festival de Vina del Mar and compare to United States.
- In small groups, have students perform a skit whose content describes and/or displays a particular stage of life (youth, old age, etc) or marital status (married, single, divorced). The rest of the class has to try to figure out what the group is describing.
- Have students work in pairs to research a festival from a Spanish-speaking country. Students should explain why they want to visit that particular festival and how they will get there, then present an itinerary to the class.

Activities to Differentiate Instruction

- Choice of working alone or in partners.
- Provide skeleton notes for presentations.
- Provide opportunities for students to work together in teacher designed groups.
- Provide tiered activities and homework.
- Assign Spanish "experts" to assist with each lesson.

Integrated/Cross-Disciplinary Instruction

- Art - The Day of the Dead
- Language Arts - interrogatives, prepositions
- Geography - Chile
- Technology - SuperSite activities (vhlcentral.com)

Resources

- *Descrubre* 1 Textbook
- Descubre SuperSite Resources (vhlcentral.com)
- Fotonovela
- Flashcultura
- Flashcards
- exchange.smarttech.com (SmartBoard activities)
- Audio exercises
- PowerPoint
- Spanish-English Dictionary

- Internet
- SmartBoard
- Cuaderno de práctica
- Cuaderno de actividades comunicativas