Unit 3- America Central y el Caribe

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Generic Time Period**
Length: **11 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn basic facts about the Spanish-speaking countries of Central America and the Caribbean. They will learn about their geographical locations, capitals, currency, flags, traditions, history and customs.

Standards

WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.C.3	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this under standing should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.A.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
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	the community, and travel.)
WL.7.1.NM.B.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.B.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
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WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
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WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Essential Questions

How does climate influence one's culture?

How does history influence the present?

How are these Spanish-speaking countries different? How are they alike?

Application of Knowledge: Students will know that...

- Copan and Tikal are famous Mayan ruins located in Central America
- Cuba is a communist country
- each country's currency varies and has different value
- each Spanish-speaking country in Central America and the Caribbean has their own traditions and customs
- Fidel Castro was a dictator of Cuba and ruled for nearly five decades
- indigenous villages with people of Mayan descent can still be found in rural parts of Guatemala
- Mambo music originated in Cuba
- Merengue music originated in the Dominican Republic
- people of these indigenous villages would wear huipiles: traditional garment with different patterns
- Puerto Rican's currency is the American dollar
- Puerto Rico is a commonwealth of the United States
- Puerto Rico is known for its salsa music
- the flags of the countries of Central America and the Caribbean tell us a little about the history of these countries
- the marimba is a traditional instrument, resembling the xylophone, from Central America
- the Mayan were an indigenous tribe located in northern Central America: Guatemala, Honduras and El Salvador
- the Panama canal connects the Atlantic and Pacific Ocean, allowing ships to travel more efficiently
- the taíno people are the indigenous people of the Caribbean
- the United States had an embargo against Cuba for many years and that President Obama plans on lifting the embargo

- there are 6 Spanish-speaking countries in Central America: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama
- there are three Spanish-speaking countries in the Caribbean: Cuba, Puerto Rico and the Dominican Republic
- traditional foods vary from country to country

Application of Skills: Students will be able to...

- describe basic history behind the different flags of Central America and the Caribbean
- describe important cities and landmarks
- describe the Cuban embargo
- describe the Mayan people and their civilization
- describe traditional foods
- describe what Puerto Ricans rights are as a commonwealth of the United States
- identify different currencies
- identify different flags from Central America and the Caribbean
- identify the capitals of the Spanish-speaking countries of Central America and the Caribbean
- identify traditional songs and dances
- locate the Spanish-speaking countries of Central America and the Caribbean

Assessments

- Diagnostic: KWL chart
- Diagnostic: Word Splash
- Formative: label the map of Central America and the Caribbean with the different Spanish-speaking countries
- Formative: match the capitals with the correct countries
- Formative: match the flags with the correct countries
- Formative: listen to and identify the different types of Hispanic music: Merengue, Salsa and Mambo
- Formative: create a flag of one of the Spanish-speaking countries from Central America or the Caribbean and report on the history behind the flag
- Formative: identify the traditional foods and cultural products shown on the board
- Formative: pick a Mayan ruin and present information about the ruin

- Formative: have students identify pictures of important cities in Central America and the Caribbean
- Summative: have students create a commercial giving reasons why people should visit a country in Central America or the Caribbean (countries will be assigned)
- Summative: write an essay comparing and contrasting two of the countries in Central America or the Caribbean

Suggested Activities

- jeopardy
- lizardpoint.com geography games
- throw a pillow globe around the room and ask students to locate countries and capitals
- create a practice test for another student to take
- show Power Points on the different countries of Central America and the Caribbean
- create a webquest where students answer questions about different countries of Central America and the Caribbean
- play "Where in the World is Carmen Sandiego?" (Central America and the Caribbean)- give students clues to find where Carmen Sandiego is located
- play Smart Board games that review culture (soccer game, vortex)
- play quia review games (concentration/flashcards/matching)
- fill in a map of Central America and the Caribbean with the countries and capitals
- create flags of countries of Central America and the Caribbean
- convert different currencies to better understand the value of the money for each country

Activities to Differentiate Instruction

- tiered activities
- examples given
- skeleton notes
- teacher-designed groups
- activities that appeal to all learning styles
- enrichment worksheets
- challenge questions and activities
- Spanish experts to consult with struggling students

Integrated/Cross-Disciplinary Instruction

- Social Studies: geography and history
- Performing Arts: commercial project
- Mathematics: currency exchange

Resources

- lizardpoint.com
- quia.com
- flags.net
- crwflags.com
- kidsbrittanica.com
- discoveryeducation.com/free-puzzlemaker (create worksheets)
- superteachertools.us (jeopardy)
- exchange.smarttech.com (Smart Board Activities)
- www.pulseraproject.org
- regions.mr.donn.org/powerpoints/centralamerica.html