

Unit 3 (Tres)- Discovering the Holidays and Customs of the Spanish Speaking World

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Course(s): **World Language: Spanish Culture & Conversation**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Spanish Culture and Conversation, 9-12

Discovering the Holidays and Customs
of the Spanish Speaking World

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Spanish Teacher, Wendy Del Vecchio

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

In this unit, the students will discover the holidays and customs of the Spanish speaking world and make connections between the holidays and customs they treasure in their own lives and the holidays and customs of the Spanish speaking community around the world. Topics include, but are not limited to, Day of the Dead, Cinco de mayo, la quinceanera, tapas, and sports.

Enduring Understanding

- Appreciating and understanding the variety of cultures that exist in a society enriches that society.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.

- Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- Customs and traditions not only differ from one country to another, but by region also.
- Understanding how climate change issues in one country impacts others helps us work towards creating a more sustainable Earth.
- Making connections to other areas, such as those pertaining to LGBTQ/Holocaust/Amistad, helps all learners become well rounded, informed citizens.

Essential Questions

Essential Questions:

- How do the holidays and customs differ among the Spanish speaking countries of the world?
- What similarities exist among the holidays and customs of the Spanish speaking countries of the world?
- How do your holidays and customs compare/contrast to those of the Spanish speaking countries of the world?
- How do climate issues originating in Spanish speaking countries impact global civilizations and their day to day lives?

Exit Skills

By the end of Unit 3, Spanish Culture and Conversation students will demonstrate ability to:

- Converse about various customs, traditions, and festivals in various Spanish-speaking countries;
- Differentiate between customs and traditions of certain Latin American countries;
- Compare and contrast customs and traditions of the Spanish speaking world with their own;
- Assess climate changes originating in Spanish speaking countries and the way in which they impact day to day life.

New Jersey Student Learning Standards (NJSL-S)

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.2	Test and refine computational artifacts to reduce bias and equity deficits.
CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.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.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.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.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections

LA.L.11-12.2.B

Spell correctly.

LA.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

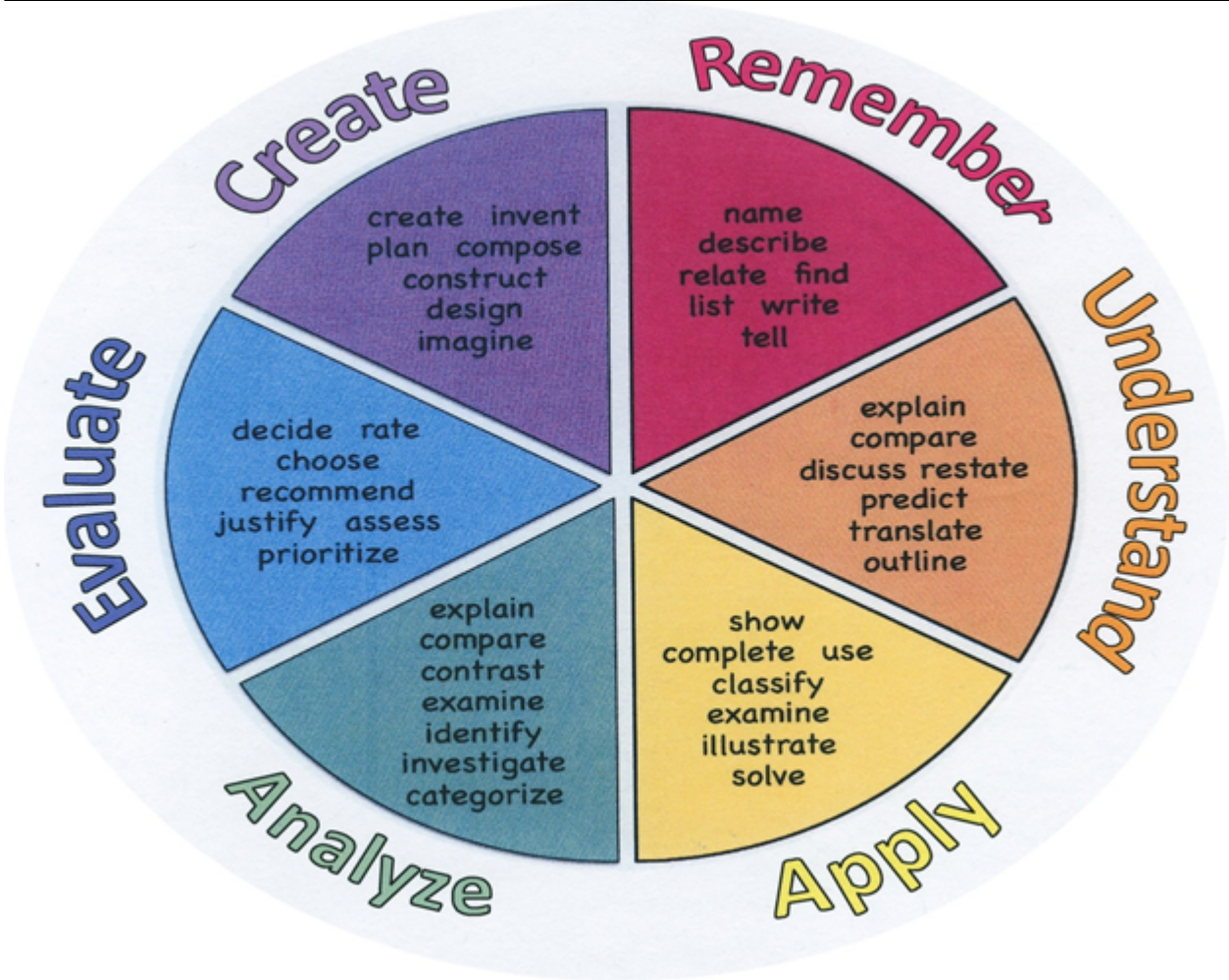
Learning Objectives

- Identify and explain the holidays and customs of the Spanish speaking world
- Compare and contrast holidays and customs in The United States with holidays and customs in the Spanish speaking world
- Explain key elements of holidays and customs from the Spanish speaking world
- Analyze and explain climate change issues that originate in Spanish speaking countries of the world and how they impact the societies living there.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			

	Estimate Extrapolate Generalize Predict	Operate Subtract			
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Suggested Activities & Best Practices

- Match vocabulary words to definitions.
- Group-based activities (ex: Venn Diagram for different holidays and customs)
- Create a Google Slides summarizing the lesson.
- Connections to LGBTQ, Disabilities Law, Amistad Law and Asian American/Pacific Islander when appropriate.
- Choice of projects:

-Linguistic learners write a report.

- Visual learners create a graphic organizer of topic.

- Auditory learners give an oral report.

- Kinesthetic learners build a diorama illustrating the topic or time period.

Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic in FlipGrid video project.

Assessment Evidence - Checking for Understanding (CFU)

- Evaluation & Oral presentation rubrics
- Group activities
- "Do Now" activities
- Peer assessment
- Unit Specific CFU- Personal Holiday Tradition Explanations

- Formative: Exit Tickets
- Summative: Multiple Choice Quiz
- Alternative: Oral Assessment Q&A
- Benchmark: As per district guidelines

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Guided texts on curriculum topics

Authentic materials found on credible internet sources (Ex: NewsELA)

Ancillary Resources

- Current event articles
- Internet / Video clips (ex: YouTube, Google Suite, Quizizz)
- Teacher-generated materials (Ex: Quinceanera 15 Candle Ceremony Template)

Technology Infusion

Google Suite (Classroom, Docs, Slides, Forms, etc.)

Kahoot

Blooket

NewsELA

FlipGrid

JamBoard

YouTube

PowerPoint

Exemplar: Create a 10-15 question Kahoot game using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated into this unit:

- Communication and Collaboration
 - Media Literacy
 - ICT (Information, Communications and Technology) Literacy
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- Communication and Collaboration

- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Global Awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Multisensory approaches
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Leveled rubrics

- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials

Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge.

Special Education Learning (IEP's & 504's)

-Provide modifications as dictated in the student's IEP/504 plans

-Additional time for skill mastery

-Student working with an assignment partner

-Check work frequently for understanding

-Extended time on tests/quizzes

-Multisensory presentation

Exemplar: Provide word bank on fill in the blank/recall assessments.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Decreasing the amount of work presented or required
- Tutoring by peers
- Providing study guides
- Allowing students to correct errors
- Allowing products to demonstrate student's learning
- Reducing the number of answer choices on a multiple choice test

Exemplar: Allowing ELL students to choose options from choice board that best support their language learning abilities and related needs.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

-Using videos, illustrations, pictures, and drawings to explain or clarify

-Tutoring by peers

-Having peers take notes or providing a copy of the teacher's notes

-Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Exemplar: Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

-Create a plan to solve an issue presented in the class or in a text

-Cluster grouping

-Allow students to work at a faster pace

Exemplar: Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech, SeeSaw activity or video)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Holidays and Traditions in the Spanish Speaking World

NJSLS: Please see above

Interdisciplinary Connection: Geography, History, Languages (communication), Science

Statement of Objective: SWDAT explain key facts related to the "Las Fallas" tradition in Spain and how the related tradition activities can impact the climate and environment.

Anticipatory Set/Do Now: Class discussion about current understanding of Las Fallas

Learning Activity: 1) General greeting and welcome to the class 2) Whole class discussion about current understanding of Las Fallas 3) TC PPT presentation on Las Fallas 4) Student individual completion of corresponding guided notes worksheet 5) Discussion of tomorrow's plans 6) Q&A session 7) Closure activity

Student Assessment/CFU's: Please see below

Materials: TC PPT/Guided Notes worksheet, Smart TV

21st Century Themes and Skills: Please see below

Differentiation:

Above: Higher tiered questioning, peer teach

On: On target questioning, peer chat

Below: Basic questioning, teacher assisted practice, misconception checks

Integration of Technology: Smart TV, PPT