Dec. Spanish Gr. 6 Unit 1- Mexico

Content Area: **Spanish**
Course(s):
Time Period: **December**
Length: **24 weeks**
Status: **Published**

Unit Overview

Students will learn about the culture of Mexico and the Spanish Language.

Enduring Understandings

Objectives

- To greet and say goodbye.
- To introduce oneself or others formally and informally.
- To identify oneself and others.
- To describe people's physical and personality characteristics.
- To describe family members.
- To express temporary states, sensations, and conditions.
- To express one's age and ask for the age of others.
- To formulate questions.
- To ask and tell one's origin.
- To explore cultural aspects of Mexico.

Essential Questions

What is life like in Mexico, and how can we communicate in Spanish?

Instructional Strategies & Learning Activities

Vocabulary

- People.
- Family.
- Physical characteristics.
- Personality characteristics.
- Temporary states and conditions.

Grammar

- To express identity: Personal pronouns.
- The verb *ser.*
- To describe people: descriptive adjectives gender and number agreement.
- To express conditions: the verbs *tener* and *estar.*
- To express age: the verb *tener.*
- To tell one's origin: the verb *ser* + *de*.
- To form questions.

Culture

- Mexican geography and culture.
- Formal vs. informal introductions.
- Frida Kahlo: life and art.
- Multigenerational families.
- Comparison between families in the United States and Mexico.
- Diversity in the Mexican population.
- The importance of soccer in Mexico.
- *La quinceañera.*
- *Los voladores de Papantla.*
- *Teotihuacán*

Unit plan **Unit 1**

LA LLEGADA

Estimated time: 2 sessions.

Dialogue: *La llegada.*

Functions & forms:

- Greet people: Review.
- Make and reply to introductions.
- Introduce people.

Culture:

- Benito Juárez Airport.
- Introductions.

DESAFÍO 1

Estimated time: 6 sessions.

Dialogue: *El fan del fútbol*.

Functions & forms:

- Identify people: Personal pronouns,verb *ser.*
- Correct information: *no* + verb.

- Express origin: *ser de* + place.

Culture:

- *El fútbol mexicano.*

DESAFÍO 2

Estimated time: 5 sessions.

Dialogue: *¡Es una mujer seria!*

Functions & forms:

- Describe people: Adjectives,verb *ser.*
- Ask questions – *¿quién?*

Culture:

- *Frida Kahlo.*
- *Salma Hayek.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *La quinceañera*.

Functions & forms:

- Describe family relationships: *ser de…, tener,* possessive adjectives.
- Ask and say how old someone is: *tener años, ¿cuántos años …?*

Culture:

- *La fiesta de los quince años.*
- *Familias multigeneracionales.*

DESAFÍO 4

Estimated time: 5 sessions.

Dialogue: *¡Estamos nerviosos!*

Functions & forms:

- Describe feelings and conditions: *estar* + adjective, *tener* + *(miedo).*

Culture:

- *Los voladores de Papantla.*

TODO JUNTO /
EL ENCUENTRO

Estimated time: 2 sessions.

Functions & forms:

- Review of *Desafíos 1–4.*

Culture:

- *Saludos.*
- *El Zócalo.*

MAPA CULTURAL / LECTURA

Estimated time: 2 sessions.

Mapa cultural: *México.*

Reading: *Teotihuacán.*

REPASO

Estimated time: 2 sessions.

Vocabulary: *Repaso*.

Grammar: *Repaso.*

PROYECTO / EVALUACIÓN

Estimated time: 4 sessions.

Project: *Una presentación sobre Diego Rivera.*

Self-evaluation: *Autoevaluación.*

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Technology and Design Integration

Students will interact with the lessons on the Smartboard and ulilize their devices to create evidence of learning.

	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's

	economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
EC	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development.

Interdisciplinary Connections

Language Arts	• Write a paragraph or e-mail. • Use subject pronouns correctly.	• 45, 73, 76, 97 • 15, 16, 19, 20
Art	• Interpret a painting. • Learn about famous Mexican painters and a popular actress.	• 33, 99, *Proyecto* • 33, 34, 35, 40, 99, *Proyecto*
Social Studies	• Locate political and geographical divisions. • Read a map.	• 103, 104 • 103, 108

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be supported with additional learning materials and strategies based on their skills and learning needs.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

All IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Pre-test and end of year assessments.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation,

and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Communicative skills Unit 1

Interpersonal mode **Activities**

Speaking	• Introduce group members. • Describe people. • Interview a classmate. • Ask and answer about family relationships. • Ask and answer about feelings. • Interpret artwork.	• 3, 101 • 13, 39, 44, 50, 99 • 50, 75, 86, 94, 95 • 13, 49, 50, 60, 73 • 81, 86, 90, 91, 94, 95, 101 • 99, *Proyecto* 3
Writing	• Write a blog, e-mail, or letter to introduce oneself. • Write a conversation.	• 8, 45, 74, 97 • 26, 51, 77, 96, 99, 101
Listening	• Listen to questions and respond appropriately. • Listen to a partner describe someone.	• 50, 70, 72, 75, 81, 86, 91, 94, 95 • 13, 25, 27, 33, 39, 44, 49, 50, 73, 99
Reading	• Read about a character or family member. • Read an Internet conversation with a classmate.	• 49, 57 • 74, 97

Interpretive mode **Activities**

Listening	• Identify or draw images based on descriptions. • Listen to statements and decide if they are true or false. • Listen to statements and act out the emotion. • Listen to audio and video about culture.	• 7, 11, 18, 22, 29, 37, 47, 54, 84, 92 • 25, 74, 98 • 89 • *Tu desafío*, *videos*
Reading	• Read a conversation. • Answer reading comprehension questions. • Read and infer meanings. • Fill in the key words in a story, paragraph. • Read about culture using cognates as a strategy.	• 74, 85 • 1, 103, 107 • 74, 79, 106 • 10, 19, 21, 34, 59, 88, 90 • *Lectura*

Presentational mode		Activities
Speaking	• Describe your or a classmate's family tree. • Act out a short skit aloud. • Present biographical and interpretive information about an artist and artwork.	• 49, 50, 60 • 31, 51, 77, 96, 101 • 99, *Proyecto*
Writing	• Write and present descriptions about oneself and others. • Summarize a classmate's answers. • Prepare a poster about a cultural element.	• 38, 39, 48, 76 • 73, 75, 86 • 14, 105, *Proyecto*

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student participation

Quizzes

Oral presentations

Instructional Materials

Santillana Textbook series

Audio

Workbooks

digital resources

Standards

Standards for learning Spanish

COMMUNICATION

1.1 Interpersonal mode

- Initiate conversation: to say hello and goodbye.
- Make introductions and identify oneself and others.
- Talk with classmates about physical characteristics and personality traits.
- Express temporary emotions, age, origin of self and others.

1.2. Interpretive mode

- Read, listen, and see dialogues about greetings and goodbyes, introductions, physical conditions, identifications, and descriptions.
- Listen to dialogues with personal information.

1.3. Presentational mode

- Write and present descriptions about oneself and others.
- Act out a short skit.
- Present and describe a partner's family member to the class.
- Blog about oneself and a family member.

CULTURE

2.1. Practices and perspectives

- Recognize and distinguish the different forms of saying hello and goodbye, and courtesies in Hispanic culture.
- Understand the importance of a *Quinceañera* in Mexico.

2.2. Products and perspectives

- Obtain more knowledge about the geographical, historical, and cultural aspects of Mexico.
- Expand knowledge on pre-Columbian culture and rituals such as Teotihuacán and *los Voladores de Papantla*.

CONNECTIONS

3.1. Interdisciplinary connections

- Learn about Mexican geography and history.
- Learn about two renowned Mexican painters.
- Learn about some musical traditions in Mexico.

3.2. Viewpoints through language/culture

- Discover aspects of Mexican history and culture through artwork.

COMPARISONS

4.1. Compare languages

- Recognize cognates.
- Analyze and distinguish the different forms of the word *you* in Spanish.
- Compare the use of personal pronouns and adjectives in English and Spanish.
- Compare the different ways to express a state of being in Spanish and in English.
- Compare the concept of gender agreement.

4.2. Compare cultures

- Compare national sports.
- Compare a Mexican artist with an American artist.
- Compare the composition and relationships of Mexican families and American families.
- Compare *los Voladores* with other indigenous dances.

COMMUNITIES

5.1. Spanish beyond the school setting

- Create a poster of people in the community with their identifications in Spanish.
- Describe people in the community.

5.2. Spanish for lifelong learning

- Watch the Mexican soccer team play.
- Listen to a song about a *Quinceañera*.

7.1.NM.IPRET	Interpretive Mode of Communication
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
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.
7.1.NM.IPERS	Interpersonal Mode of Communication
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
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.
7.1.NM.PRSNT	Presentational Mode of Communication
	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.