Jan. Spanish Gr. 7 Unit 3 Guatemala Copied from: Grade 7, Copied on: 08/09/22

Content Area: **Spanish**
Course(s):
Time Period: **January**
Length: **6-10 Weeks**
Status: **Published**

Unit Overview

Students will learn about life in Giatemala and speaking the Spanish Language.

Enduring Understandings

Objectives

- To talk about shopping and schedules.
- To express movement and to ask and state where someone is going.
- To express what someone wishes to purchase.
- To ask and state when someone is going to a location.
- To express likes and dislikes.
- To ask and state the location of items in relation to other items.
- To describe and compare clothing and footwear.
- To compare the prices of items.
- To ask and answer about the existence of a product.
- To explore cultural aspects of Guatemala.

Essential Questions

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

Instructional Strategies & Learning Activities

Contents

Vocabulary

- Stores in a shopping center.
- Clothing.
- Footwear.
- Characteristics of clothing and footwear.
- Useful expressions when shopping.
- Two functions of the word *mayor*.

Grammar

- To express actions in the present through irregular verbs: *e > ie, o > ue.*
- To express where someone is going: the verb *ir.*
- To express likes and dislikes:
the verb *gustar.*
- To express location of objects: demonstrative adjectives.
- To make comparisons.

Culture

- Geography of Guatemala and Central America.
- Cultural information about Guatemala: *el quetzal*, Tikal, Rigoberta Menchú, and *la marimba*.
- Antigua.
- The market in Chichicastenango.
- *Muñecos quitapenas*.
- The role of jade in ancient culture.
- Clothing and textiles.
- Currency in Guatemala

LA LLEGADA

Estimated time: 2 sessions.

Dialogue: *En Antigua.*

Functions & forms:

- To compare the prices of items.
- Expressions used for shopping *(es barato*, *¿cuánto cuesta?).*
- Demonstrative adjectives.
- Stem-changing verbs.
- The verb *gustar.*

Culture:

- Antigua.
- Traditional and ritual clothing.

DESAFÍO 1

Estimated time: 6 sessions.

Dialogue: *La máscara de jade.*

Functions & forms:

- Expressions related to shopping.
- Actions in the present using *e* > *ie* and *ir.*

Culture:

- Antigua.
- *El jade.*

DESAFÍO 2

Estimated time: 5 sessions.

Dialogue: *Vamos de compras.*

Functions & forms:

- Clothing and shoes.
- Expressing likes and dislikes *(gustar).*

Culture:

- *La moda en Guatemala.*

- *Moda y cultura.*
- *Palabras prestadas.*

DESAFÍO 3

Estimated time: 6 sessions.

Dialogue: *Tres trajes típicos.*

Functions & forms:

- Describing clothing and shoes.
- Expressing location (demonstrative adjectives and pronouns).
- Comparing objects and qualitites *(más que, menos que, tan como, mejor, peor)*.

Culture:

- *La ropa tradicional.*
- *No más preocupaciones*.
- *La perspectiva.*
- *Una persona mayor.*

DESAFÍO 4

Estimated time: 5 sessions.

Dialogue: *Un mercado especial.*

Functions & forms:

- Using common shopping expressions.
- Expressing the cost of items *(Cuesta mucho).*
- Expressing numbers between 31 and 100.
- Expressing certain actions using
o > ue stem-changing verbs *(costar)*.

Culture:

- *Chichicastenango.*
- *El dinero de Guatemala.*

TODO JUNTO /

EL ENCUENTRO

Estimated time: 2 sessions.

Functions & forms:

- Review of *Desafíos 1–4.*

Culture:

- *Tikal.*

MAPA CULTURAL / LECTURA

Estimated time: 3 sessions.

Mapa cultural: Guatemala and Central America.

Reading: *Desde Chichicastenango*

REPASO

Estimated time: 2 sessions.

Vocabulary: *Repaso.*

Grammar: *Repaso.*

PROYECTO / EVALUACIÓN

Estimated time: 3 sessions.

Project: *Una exposición de muñecos quitapenas.*

Self-evaluation: *Autoevaluación.*

Integration of Career Readiness, Life Literacies and Key Skills

-Students work in small groups to create oral presentations

-Students work in small groups to create dialogues in the target language

-Students discuss cultural norms within Hispanic countries and compare and contast with those of their own

-Students use critical thinking to analyze their ability to learn in the TL and make suggestions on how instruction can be revamped

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

Technology and Design Integration

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

ITH	Interaction of Technology and Humans
	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.
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.

Technology Integration

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

-Students will use google products like classroom, drive, email, docs, and slides to review, compose, organize, and present information.

-Students will use Schoology.com to review text resources and complete their homework.

-Students will use Quizziz.com for assesments.

-Students will use Classdojo.com to track participation progress.

Interdisciplinary Connections

Language Arts	• Use dictionary skills to find words in a Spanish-English dictionary. • Discover grammatical structures in English.	• 9 • 15, 20
Social Studies	• Expand knowledge of a subject through research. • Research statistics on the cost of living in rural vs. urban areas. • Using a map, learn about the location of countries in Central America.	• 19 • 87 • 19, 98
Art	• Use research to learn about Guatemalan fashion designers. • Learn about perspective in the visual arts. • Create a worry doll and design a display for showcasing it.	• 35 • 64 • *Proyecto*
Math	• Convert currencies. • Calculate percentages. • Use a pie chart to display survey findings.	• 82 • 25 • 25

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:

Evaluation criteria

- Recognize the differences between linguistic expressions in Spanish-speaking countries and in the United States.
- Ask about the opening and closing times of an establishment.
- State where someone is going.

- Use the verbs *ir* and *gustar* and irregular verbs that change *e* > *ie* and *o* > *ue.*
- Describe what someone wishes to purchase.
- Express what someone likes or dislikes.
- Compare the location of items in relation to other items.

- Describe and compare the quality of items.
- Compare prices of items.
- Describe customs, geographical aspects, and historical facts of Guatemala.

Communicative skills **Unit 3**

Interpersonal mode **Activities**

Speaking	• Ask and answer questions from classmates. • Share opinions with classmates. • Interview classmates. • Comment on a picture story.	• 3, 10, 27, 77, 79, 96, R4, *Proyecto* • 41, 46, 53, 57, 71 • 43, 48, 79, 86, 91 • 31, 49, 52, 95
Writing	• Write a descriptive paragraph. • Make a list. • Summarize written notes.	• 24, 28 • 23, 36, 81, 103 • 18, 48, 56, *Lectura*
Listening	• Conduct a survey.	• 25, 42, 43, 86

	• Conduct interviews and organize findings. • Listen to information left in a message.	• 25, 27, 43, 86 • 11
Reading	• Read and/or take notes. • Note observations.	• *Lectura* • 100

Interpretive mode		**Activities**
Listening	• Identify images based on descriptions. • Listen to audio and video about cultural topics. • Listen to a conversation and show comprehension.	• 17, 62, 80, 93 • *Fotonovelas,* 9, 33, 78 • 2, 11, 22, 26, 33, 51, 67, 70, 76
Reading	• Read a set of notes, a letter, and/or a conversation. • Answer reading comprehension questions. • Read about new cultural information using cognates as a comprehension strategy.	• 18, 74, *Lectura* • 85 • *Fotonovelas*, 5 Cs boxes, *Mapa cultural, Lectura*

Presentational mode		**Activities**
Speaking	• Design and present. • Display results of an interview.	• 29, 46, 63, 71, 86, 92, 95, 96 • 43, 86, 91
Writing	• Write and present a skit. • Create a conversation.	• 71, 89, 95 • 24, 63, 71, 89, 92, 94, R4, *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:

-Class Participation

-Quizzes

-Chapter tests

-Projects

Instructional Materials

Santillana Textbook series

Audio

Workbooks

digital resources

Standards

Standards for learning Spanish (2020/21)

-Interpretive Mode of Communication

• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized

culturally authentic materials on global issues, including climate change.

-Interpersonal Mode of Communication

• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in varioussocial situations.

• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

-Presentational Mode of Communication

• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

COMMUNICATION

1.1. Interpersonal mode

- Ask classmates how often they visit certain places and why.
- Conduct a survey of clothing preferences.
- Interview students to gather information and chart the results.
- Conduct interviews about other families' leisure activities and organize findings.
- Compare views on clothing.
- Write a friendly letter.

1.2. Interpretive mode

- Listen to a story and answer comprehension questions about the content.

- Demonstrate listening comprehension.
- Show comprehension through drawings.

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- Show comprehension through drawings.
- Design and present radio ads.
- Display results of interviews

COMPARISONS

4.1. Compare languages

- Compare the irregular verbs in Spanish and English.
- Compare how English and Spanish express *to like*.
- Compare how English and Spanish express the relative location of an object or person.
- Reflect on comparative forms of *good* and *bad*.
- Analyze the usage of the verb *to cost*.

4.2. Compare cultures

- Compare clothing preferences.
- Compare typical clothing
in different parts of the United States.
- Reflect on reasons why people dress the way they do.

- Compare beliefs and superstitions.
- Compare markets in the United States with Chichicastenango.
- Compare festivals in Guatemala and in the United States.

CULTURE

2.1. Practices and perspectives

- Understand the significance of jade to the Mayas.
- Discover why people may believe in worry dolls.
- Understand the different usages of the word *mayor*.
- Understand the importance of the Chichicastenango market to the indigenous population.
- Understand the value of Guatemalan currency.
- List reasons why the cost of living is lower in Guatemala.

2.2. Products and perspectives

- Describe aspects of the commerce of Guatemala.
- Discover the indigenous population of Guatemala.
- Reflect on the presence of words in one language that have been borrowed from another.
- Reflect on differences in dress due to location.
- Expand knowledge of Guatemalan indigenous dress.
- Learn about Guatemalan cities, singers, and celebrations.

CONNECTIONS

3.1. Interdisciplinary connections

- Use the dictionary to define the word *antigua*.
- Research the countries of Central America.
- Conduct a survey and present findings in a pie chart.
- Research the *huipil*.
- Learn more about Chichicastenango market.
- Learn about Guatemalan currency and conversions.

3.2. Viewpoints through language/culture

- Discover viewpoints on aging by researching the web.

- Learn about the concept of cost of living.
- Discover the significance of jade to the Mayas.
- Learn how worry dolls are made and make one.

COMMUNITIES

5.1. Spanish beyond the school setting

- Present the results of a market research project.
- Donate worry dolls to people in the community.

5.2. Spanish for lifelong learning

- Take a virtual tour of Antigua.
- Listen to a popular Guatemalan singer

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7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT	Presentational Mode of Communication
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.