

# 08\_ Las fiestas/ Holiday Celebrations

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

This course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

Students will understand:

- there are similarities and differences in the types of holidays celebrated in Latin and North America.

- the correct use of grammar and vocabulary is important to facilitate communication.
- cultural celebrations are used to preserve culture.
- many holidays and celebrations are based on cultural perspectives, practices and products.

#### Essential Questions:

- What is the purpose of cultural celebrations?
- Do holidays have more to do with culture or globalization?
- What are some of the cultural perspectives, products in practice in El día de los Reyes Magos?
- How does El día de los Reyes Magos compare and contrast to Christmas?
- Why does stating advice, suggestions and requests for someone else trigger the subjunctive?
- What are some of the core reasons many children immigrate to other countries?
- What are some of the trials and tribulations many migrant children face on their travels and upon arrival to another country?

#### Enduring Understandings:

- Cultural celebrations are meant to preserve a culture and to unite a community.
- Many holiday celebrations have become globalized due to social media.
- Traditions and customs are different. Tradition is something that has preserved from generation to generation, while customs can be for a short period of time and can change or later become traditions.
- One of the purposes of the subjunctive is to express advice, suggestions and requests for someone else.
- There are many reasons and trails and tribulations that child migrants face when migrating to a different country.
- The United States is known as the "melting pot" of the world due to a diversity in its population.

#### **Diversity and Inclusion**

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

#### **Climate Change**

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and

the students' own cultures.

## **CONTENT AREA STANDARDS**

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FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4.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.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- vocabulary terms for major holidays and celebrations help to understand and describe their cultural purpose
- the subjunctive is used to express advice, doubt and uncertainty
- there is no equivalent of the subjunctive in the English language.
- that there are similarities and differences between the celebrations of many holidays in the Spanish and North American cultures.
- the reasons and trials and tribulations for many young teenagers who try to cross the border into the United States based on the documentary “El Camino a Casa”.

### **Procedural Knowledge**

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Students will be able to:

- infer the meaning of unfamiliar vocabulary for holidays and celebrations
- exchange information in response to questions about the purpose of various holidays and celebrations
- use language creatively in writing to give someone else advice, suggestions or requests.
- use knowledge of structures of the target language to recognize and correctly form and use the subjunctive in Spanish when giving advice.
- give advice to others
- explain the reasons for and the trials and tribulations facing many migrant children.
- explain the main idea of an authentic oral text

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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Edulastic Assessments

## **Alternate Assessments**

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- Cultural Comparison presentations
- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

## **Formative Assessments**

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Do now/Exit tickets

Homework

Paired activities - give a classmate advice based on various prompts.

Questions and answers by teacher/students

Listening activities-Using whiteboards to review grammar and vocabulary

Audio activity -watch "Which Way Home" ("Buscando el camino a casa") and provide the main idea.

Kahoot for vocabulary review

## **Summative Assessments**

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Writing- Email response - students will respond to an email using the subjunctive to give advice and suggestions.

Speaking - cultural comparison - what holiday or celebration unites and promotes solidarity in your community and Latin America?

Vocabulary and grammar mini quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Buen viaje -Glencoe Spanish 2

Buen viaje-Glencoe-Practice workbook and audio/visual components

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard

Graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

**ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.