

08_Los Deportes y La Música

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **20 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, geography of the Spanish-speaking countries, the numbers, dates, time, activities, descriptions, school, clothing, professions and places. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objectives- Students will understand that:

- the importance of playing sports is critical to the lifestyle and culture of Spain and Latin American countries.
- sports and music have a huge influence on culture in Spanish speaking countries.
- Jai Alai is a very popular sport among the Basque regions of Spain.

Essential Questions:

- What is the importance of sports in Spanish-speaking countries?
- Which sports are most popular in Spanish-speaking countries?
- How are sports and music a part of the culture in Spanish-speaking countries?

Enduring Understandings:

- Music is created based on the fundamental values and sounds associated with different cultures.
- Baseball, basketball and soccer are the most popular sports in Spanish-speaking countries.

- Dance styles, such as salsa or merengue, come from specific Hispanic cultures.

CONTENT AREA STANDARDS

WL.NM.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.
WL.NM.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.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

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

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- baseball, basketball and soccer are the most popular sports in the Hispanic world.
- there are different positions for the sports.
- Jai Alai is a popular sport in the Basque region of Northern Spain.
- there are specific music styles that originated from Hispanic cultures.

Procedural Knowledge

Students will be able to:

- 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 related to sports and music.
- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to sports and music.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on sports and music.
- copy/write words, phrases, or simple guided texts on sports and music.
- name and label tangible cultural products associated with climate change in the Hispanic regions of the world.

EVIDENCE OF LEARNING

Formative Assessments

1. Game: Pictionary-students will illustrate the images of soccer.
2. Reading comprehension: Una entrada-Q&A with sports ticket.
3. Game: Avalancha-Use with the stem-changing verbs.
4. Webquest: Research a variety of Spanish-speaking athletes playing in the United States. Compare and contrast their lifestyles in the USA with their home countries.

5. Speaking/Listening activity: Students will create a sportscast describing a soccer game and the events that take place during it. Students will give a play by play as to what is happening throughout the game through the usage of AR/ER/IR verbs and vocabulary for sports. Students will present to class. The rest of the class will be given a set of questions about the sportscast and must fill in details.
6. Artist project: Students will research a Hispanic artist or entertainer and create a poster about them to present to the class.
7. Musical study: We will explore music from various Hispanic artists.
8. Dance: We will study the different dance styles of the Caribbean countries and flamenco from Spain.

Summative Assessments

1. Project: Students will create a poster using the different sports verbs-Students will create 10 sentences using the sports vocabulary.
2. Vocabulary quiz: Los deportes
3. Webquest: La música
4. Speaking activity: Conversation Cards- Each student will receive a card with a conversation starter (a scenario), for example, at a sports game or at a musical event. Students will take turns acting out their scenarios with a partner or in a group, depending on their scenario.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- SmartBoard activities
- Quizlet
- Buen Viaje 1
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- [Packet - Los Deportes y La Música](#)
- [Jai Alai 1](#)
- [Jai Alai 2](#)
- Movie: *In the Heights*. Dominican Republic, Puerto Rico. Study the sports and music in

the Caribbean Hispanic culture. Guided study sheet.

- Film - [Celia Cruz](#) (Cubana) *"[Guantanamera](#)"

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Information Writing

Technology/Multimedia - Educational tech applications

Science & Health - Anatomy

Career Readiness - Professions within the health field. Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Accommodations & Modifications

Students within Special Education programs:

*Individual accommodations and modifications will be made according to the IEP document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

Students with 504s:

*Individual accommodations and modifications will be made according to the 504 document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Native Language translation

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments