

Commercial Township School District
Content Area: World Languages
Grade:6-8
Unit 5: Celebrations/Culture

Unit Summary

Students use the target language in the three modes of communication to explore cultural celebrations in the home and target cultures focusing on who celebrates what, when, and with whom. Celebrations may include: Day of the Dead, Cinco de Mayo, La Tomatina, Quinceañera, and others.

This unit also explores topics concerning artists, historical figures, and immigration topics. All topics are connected through the Five C's: community, culture, connections, comparisons, and communication. Students will view authentic materials which will help them understand many aspects of the culture.

Standard 7: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strands: A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode

Linguistic Content Statements

Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Respond to learned questions.
- o Ask memorized questions.
- o State needs and preferences.
- o Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Make lists.

- o State needs and preferences.
- o Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Five C's: Communication, cultures, connections, comparisons, and communities are used as the foundation to the curriculum.

Student Learning Objectives

- Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations. (7.1.NM.A.1/7.1.NM.A4)
- Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. (7.1.NM.B.4/7.1.NM.B.5)
- Dramatize an authentic song or recite a poem associated with a target culture celebration. (7.1.NM.C.4/7.1.NM.C.5)

Unit Pacing

This unit pacing is for one marking period where grades 6-8 students meet once a week for 45 minutes.

Concepts/Skills

Concepts

- Names of authentic holidays and celebrations
- Ask and answer questions related to when holidays and celebrations occur.
- Famous actors, singers, leaders from diverse Hispanic countries. (Selena, Jennifer Lopez, Marc Anthony, Selma Hayak, James Edward Olmos, General Trujillo)
- Terms such as dictator, tejano, crossover, immigration
- Target language songs by Hispanic Artists

Unit Learning Targets/Skills




Students will be able to ...

- Appreciate different genres of music and how they impact the world.

Formative Assessment

Students who understand the concepts are able to:

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.
- Identify famous actors/actresses who speak the target language and explain their roles.
- Discuss dictatorships in Spanish Speaking countries and compare to the history of other countries in the world.
- Identify different genres of music and how they impacted Hispanic Americans in the United States and other cultures.

Unit Resources	District/School Summative Assessments
<ul style="list-style-type: none"> ➤ Power point ➤ Videos ➤ Songs ➤ Websites ➤ Movies <ul style="list-style-type: none">  Selena -6th  Under the Same Moon-7th  In the Time of the Butterflies-8th 	<ul style="list-style-type: none"> • Compare and contrast celebrations of the target language to those celebrated in the United States • Compare and contrast music genres in the target language. • Research information on specific artists, and actors/actresses • Answer questions based on viewing of authentic materials

Interdisciplinary Connections
<p>Students will compare arts, music, government, explore topics dealing with history, and talk about current events related to immigration laws. (History, Art</p>

Future Learning
<p>This unit will support future learning by exposing students to topics that are current and that have shaped many aspects of the culture allowing them to relate and connect to its people.</p>

Prior Learning
<p>Students should know how to say a basic greeting using 'hello and goodbye', greetings at different times of the day and proper intonation should already be understood and used properly.</p>

Modifications
<ul style="list-style-type: none"> - Teach the language using multiple input/output strategies — visual, auditory, tactile, and kinesthetic - Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color-coded endings to illustrate gender and subject/verb agreement. - Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student. - Organize language concepts from simple to complex.

- Help the student think about the language concept to be learned and to explain the concept in his/her own words. This process helps the student understand why certain rules or procedures occur in the language of study. Knowing why assists the student in learning to develop self-confidence in identifying and correcting his/her own errors.

21st Century Themes and Skills

Communication and collaboration

Global Awareness

Social and Cross-Cultural Skills