

## Spanish Education Philosophy

Currently, in the United States, Spanish speaking English language learners are the largest growing population. This includes large numbers of families and individuals from El Salvador, Cuba, Puerto Rico, and Mexico, most of whom reside in Texas, California, Arizona, Florida, and New Jersey. So why is Spanish education important in Montana? Most students taking Spanish classes in high school will take the recommended two years and never look back. With this in mind, it is the responsibility of the teacher to help form well-rounded, respectful individuals with the short time they have.

Learning another language allows students to use different cognitive processes and improve cognitive skills in all areas, not just language. The benefits to learning a second language are numerous, for instance, job competition, international communication, cultural appreciation, and access to political, social, and cultural movements throughout both American continents.

Though two years of Spanish education is not intended to produce bilingual students, it can produce culturally aware and sympathetic individuals. By introducing students to cultures other than their own, I aim to instill a sense of cultural literacy in my Spanish classroom. Cultural literacy not only allows for knowledge of another culture, but respect, and maybe, if lucky, a desire to continue their Spanish acquisition.

Through my decision to become an educator, I have committed myself to my future students. I plan to be a role model personally, ethically, and academically. I plan to be passionate about the subjects and be passionate about my students. It is my goal to have an open mind and open communication with my students as well as my co-workers. I intend not only to aid in the

continuous learning of my students, but to continually learn and shape my philosophy of education with every encounter.

I have created a series of five Spanish unit plans to implement when I begin teaching. Through these unit plans, I intend to introduce students to countries, cultures, and groups of people they are unfamiliar with. I hope students will not only acquire the Spanish language but also a connection to, and respect for, others.

# Mexico Unit Plan

Created by: Bret Charlton

Grades 8 - 10

Approximate Duration: 4 weeks

## Standards

### *World Language Standards*

#### **Communication**

**Content Standard 1** – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

**Content Standard 3** – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

#### **Connections**

**Content Standard 6** – Students acquire information and perspectives through authentic materials in world languages and within cultures.

### *World-Readiness Standards - ACTFL*

#### **Communication**

**Interpersonal Communication** - Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Presentational Communication** - Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### **Connection**

**Making Connections** - Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively

#### **Communities**

**Lifelong Learning** - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## **Stage 1 - Desired Results**

- Students will gain a sense of cultural literacy regarding the country of Mexico and its traditions. Students will participate in present tense grammatical exercises and acquire the

language while learning about the culture. Students will create their own altar, or ofrenda, and present it to the class explaining the different elements.

**Understandings:**

- Difference in culture between the United States and Mexico.
- Dias de festivros (holidays) in Mexico.
- Importance of religion in Mexican culture.

**Essential Questions:**

- How does religion shape Mexican culture?
- In the students opinions, what elements are crucial to defining Mexican culture?

**Students will be able to...**

- Understand and respond to basic Spanish.
- Convey general ideas in Spanish to their peers.
- Draw connections between United States and Mexican culture.

**Students will know...**

- Elements of Mexican culture unknown to them before.
- Social, political, and religious events occurring in Mexico currently

## **Stage 2 - Assessments**

**Performance Tasks - Students will be assessed on:**

- Participation in class
  - Supplying answers
- Completion of ofrenda
  - Construction
  - Presentation in class
- Staying on task

**Other evidence:**

- Respecting other's presentations
- Asking questions about others presentations

**Ofrenda Requirements:**

- Pick a person you know a lot about or know well. (can be celebrity, or family, or a character you find interesting)
  - Have 5 specific things displayed in the ofrenda that you would expect to be in their ofrenda.
- Build an ofrenda (shoe boxes, paper, tape, and glue will be supplied)
  - Be creative.
  - Make this fun.
  - But it needs to be visually appealing.

- Present the ofrenda in front of the class.
  - Why did you choose this person?
  - What are your 5 elements and why are they important to this person/character's life?
  - Why is this person important to you?

**Ofrenda Rubric:**

	Exemplary 4-5 pts.	Proficient 2-3 pts.	Novice 1 pt.
Requirements	Requirements are met and displayed in a manner that is visually pleasing.	Required elements are present, but visually confusing and cluttered.	Required elements not initially present.
Creativity	Ofrenda is creative, well thought out and easy to understand.	Ofrenda is generic, but easily understood.	Ofrenda is difficult to understand, and generic.
Execution	Well built, and organized.	Somewhat well built.	Not well built.

**Ofrenda Presentation Rubric:**

	Exemplary 4-5 pts.	Proficient 2-3 pts.	Novice 1 pt.
Individual	Spoke and clearly throughout the presentation. Knowledge was clear. Intentions were clear.	Speech was somewhat clear. Knowledge wasn't entirely clear.	Speech was choppy, and hard to understand. Knowledge wasn't displayed clearly.
Content	Information was accurate and there was a sufficient amount of information that met minimum requirements.	Information was accurate but the amount of information didn't meet requirements.	Information inaccurate, requirements not met.
Execution	Presentation was clear and visually pleasing. Speaking was professional and mostly correct	Presentation was clear, may not have been visually pleasing and incorrect language was used.	Presentation unclear, not visually pleasing, filler words used often.

	language use.		
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### **Stage 3 - Learning Plan**

#### **Week 1**

##### **Day 1:**

1. Introduce Mexico (10 - 15 minutes)
  - a. Map
  - b. Mexico City
2. Dia de los Muertos (3 minutes)
  - a. [https://www.youtube.com/watch?v=\\_sSawpU81cl](https://www.youtube.com/watch?v=_sSawpU81cl)
3. Culture and traditions (4 minutes)
  - a. <https://www.livescience.com/38647-mexican-culture.html>
4. Mayan 101 (5 minutes)
  - a. <https://www.youtube.com/watch?v=Q6eBJjdca14>
5. Tenochtitlan (10 minutes)
  - a. [https://www.youtube.com/watch?v=fmHVqb6t\\_\\_8](https://www.youtube.com/watch?v=fmHVqb6t__8)

##### **Day2:**

1. Bell ringer (5-10)
  - a. Have students journal about what they are most excited to learn about Mexico
  - b. Have students share what they want to know or what they are excited about
2. Introduce vocab (10 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJfU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit?usp=sharing>
3. Powerpoint with pictures (20 minutes)
  - a. [https://docs.google.com/presentation/d/1NPCrkUzMPPvjqmBjIj2nU\\_NAGIFEDnu5rwwTQbyg0r4/edit?usp=sharing](https://docs.google.com/presentation/d/1NPCrkUzMPPvjqmBjIj2nU_NAGIFEDnu5rwwTQbyg0r4/edit?usp=sharing)
4. Point to pictures of vocab words and see if students can name to word (10 minutes)

##### **Day 3:**

1. Bellringer (5 minutes)
  - a. Have 3 vocab words pictures on the board and have students write the word.
2. Present tense conjugation of -AR verbs (15-20 minutes)
  - a. Picar
    - i. -o, -as, -a, -amos, -an
    - ii. Pico, picas, pica, picamos, pican
3. Grid sheets exercise (10-15 minutes)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>

##### **Day 4:**

1. Bellringer (5-10)

- a. Have students conjugate 4 verbs written on board
  - b. Go over answers
  - c. Collect
2. Begin using in sentences (10-15 minutes)
  - a. Sentence structure worksheet
  - b. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
3. Introduce other -AR verbs and definitions (10-15 minutes)
  - a. Show word and have students guess meaning
  - b. Tell them the true definition so they can form connections

#### Day 5:

1. Bellringer (10 minutes)
  - a. Have student conjugate 3 new verbs learned yesterday
  - b. Write one sentence
2. Review of conjugation of -AR verbs (8-10 minutes)
  - a. Go over bell ringer
3. Set aside time for students to make flash cards of vocabulary words (10-15 minutes)
  - a. Draw picture of word on one side of note card
  - b. Word on the other
4. Review vocabulary words on powerpoint (5-10 minutes)

#### **Week 2**

#### Day 6:

1. \*QUIZ\* (10-15)
  - a. 2 or 3 sentences with present tense conjugation
2. More time for flash cards (15 minutes)
3. Review vocabulary words (5 minutes)
4. Flash card game (20 minutes)
  - a. Mata mosca

#### Day 7:

1. \*VOCAB TEST\* (15 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit?usp=sharing>
2. Introduction of present tense conjugation for regular -ER verb (10-15 minutes)
  - a. Beber
    - i. -o, -es, -e, -emos, -en
    - ii. Bebo, bebes, bebe, bebemos, beben
3. Grid sheet exercise (15 minutes)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>

#### Day 8:

1. Bellringer (10-12 minutes)

- a. Conjugate 3 -ER
  - b. Conjugate 2 -AR
2. Go over correct answers for bell ringers (5 minutes)
3. Begin using -ER verbs in sentences (10 minutes)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
4. Introduce and conjugate other -ER verbs (10 Minutes)
  - a. Comer, correr, aprender,

Day 9:

1. Bellringer (10 minutes)
  - a. Have 5 verbs on the board and have students create one sentence using each of the verbs
2. Sentence practice with -AR and -ER verbs (5 minutes)
  - a. 2-3 examples on the board
3. Worksheet practice (10-15 minutes)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
4. Introduction of ofrenda project (15- 20 minutes)
  - a. Look at ofrendas online
  - b. Questions
  - c. Example of ofrenda from previous class or my own

Day 10:

1. Day to work on ofrendas in class

**Week 3**

Day 11:

1. Student presentation of ofrendas
  - a. 5-7 students (8-10 minutes per ofrenda)

Day 12:

1. Student presentation of ofrendas
  - a. 5-7 students (8-10 minutes per ofrenda)

Day 13:

1. Finish presentations of ofrendas (25-40 minutes)
  - a. (3-4 students 8-10 minutes per ofrenda)
2. Introduce Frida Kahlo and her artwork. (15 minutes)
  - a. If time allows
  - b. <https://www.fridakahlo.org/frida-kahlo-paintings.jsp>
3. Introduce present tense -IR verb conjugation (15 minutes)
  - a. Vivir
    - i. -o, -es, -e, -imos, -en
    - ii. Vivo, vives, vive, vivimos, viven

Day 14:

1. Bellringer (8-10 minutes)
  - a. -AR, -ER, and -IR verb conjugation
    - i. Have 2 verbs with each ending on board and have students conjugate
  - b. Go over answers
2. Practice using -IR verbs in sentences (10 minutes)
  - a. Examples on board
3. Introduce other -IR verbs (15 minutes)
  - a. Conjugate together on board
  - b. Escribir, subir, recibir, ocurrir
4. Worksheet practice
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>

Day 15:

1. Bellringer (10 minutes)
  - a. Students will create their own sentences and come up with 2 verbs with each ending
2. Use -AR, -ER, and -IR verbs in sentences (15-20 minutes)
  - a. Go over bellringer sentences
  - b. Go over the types of questions that will be on the test
3. Hand out (quietly until the end of class)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit?usp=sharing>

**Week 4**

Day 16:

1. Review for unit 1 test
  - a. Answer questions
  - b. Clear confusion
  - c. Practice questions and examples

Day 17:

1. Unit 1 Test
  - a. Vocab
  - b. Key concepts

Day 18:

1. Coco in Spanish

Day 19:

1. Coco in Spanish

Day 20:

1. Coco in Spanish
2. After movie options
  - a. Music videos

- b. Study hall
- c. Bananagrams

# España Unit Plan

Created by: Bret Charlton  
Grades 8 - 10  
Approximate Duration: 4 weeks

## Standards

### *World Language Standards*

#### **Communication**

**Content Standard 1** – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

**Content Standard 3** – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

#### **Connections**

**Content Standard 6** – Students acquire information and perspectives through authentic materials in world languages and within cultures.

## **Stage 1 - Terminal Objectives**

- Students will gain a sense of cultural literacy regarding the country of Spain and its traditions. Students will participate in present tense grammatical exercises with irregular verbs and acquire the language while learning about the culture. Students will create and present a slide show or google slides presentation about an artist from Spain they find interesting. This can be a musician, muralist, sculptor, painter, or anything students classify as art.

### **Understandings:**

- Difference in culture between the United States and Spain.
- Días de festivios (holidays) in Spain.

### **Essential Questions:**

- How does geography shape Spanish culture?
- In the students opinions, what elements are crucial to defining Spanish culture?

### **Students will be able to...**

- Understand and respond to basic Spanish.
- Convey general ideas in Spanish to their peers.
- Draw connections between United States and Spanish culture.

### **Students will know...**

- Differences in Spanish culture compared to that of the U.S.
- How Spanish tradition affects Spanish people

## Stage 2 - Assessments

### **Performance Tasks - Students will be assessed on:**

- Participation in class
  - Supplying answers
- Completion of story
  - Construction
  - Presentation in class
- Staying on task

### **Other evidence students will be assessed on:**

- Respecting other's presentations
- Asking questions about others presentations
- Apparent understanding of concepts

### **Artist Presentation Requirements:**

- Research and choose an artist you find interesting and can find information about.
  - Must be able to argue why their work is art.
  - Must have academic sources.
- Create a slideshow presentation of 8-10 slides.
  - Must include:
    - Information about the artist.
      - Where they come from
      - Where they studied
      - What influences their work
    - **3** specific works that are titled.
      - What the artist is depicting
    - A works cited slide
- Present the slideshow in front of the class
  - Speak clearly
  - Use relevant vocabulary
  - Little to no filler words

### **Research Requirements:**

	Exemplary 8-10 pts.	Proficient 7-5 pts.	Novice 5 or below pts.
On task	Researches quietly an asks for help when needed	Little to no disruptions	Not on task with many disruptions.

Sources	Sources are academic and relevant to the park.	Some sources are good, others could be better.	Sources are not relevant to the artist or not academic.

**Presentation Rubric:**

	Exemplary 10-8 pts.	Proficient 7-5 pts.	Novice 5 or below pts.	Total
Criteria	All requirements of project are met.	Some to most requirements of project are met.	Very few requirements of project are met.	/10
Individual	Spoke and clearly throughout the presentation. Knowledge was clear. Intentions were clear.	Speech was somewhat clear. Knowledge wasn't entirely clear.	Speech was choppy, and hard to understand. Knowledge wasn't displayed clearly.	/10
Content	Information was accurate and there was a sufficient amount of information that met minimum requirements.	Information was accurate but the amount of information didn't meet requirements.	Information inaccurate, requirements not met.	/10
Execution	Presentation was clear and visually pleasing. Speaking was professional and mostly correct language use.	Presentation was clear, may not have been visually pleasing and incorrect language was used.	Presentation unclear, not visually pleasing, filler words used often.	/10

## Stage 3 - Learning Plan

### Week 1

#### Day 1:

1. Introduce España (20 minutes)
  - a. Map
  - b. Major cities
    - i. Madrid
    - ii. Barcelona
    - iii. Sevilla
    - iv. Valencia
  - c. Cultural videos
    - i. Bullfighting (5 minutes)
      1. <https://video.nationalgeographic.com/video/00000144-0a42-d3cb-a96c-7b4f67b90000>
    - ii. Running of the bulls (3 minutes)
      1. <https://www.teachertube.com/video/running-of-the-bulls-7200>
    - iii. La Tomatina (6 minutes)
      1. <https://www.youtube.com/watch?v=Had8to1Hr3M>
  - d. Music of Spain
    - i. Enrique (5 minutes)
      1. <https://www.youtube.com/watch?v=xFutjZEBTXs>
    - ii. Julio Iglesias (5 minutes)
      1. [https://www.youtube.com/watch?v=RXto4t\\_IuG8](https://www.youtube.com/watch?v=RXto4t_IuG8)
    - iii. David Bisbal (5 minutes)
      1. <https://www.youtube.com/watch?v=NnEmE8qanG8>

#### Day 2:

1. Introduce vocab (10-25 min)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit?usp=sharing>
2. Review present tense conjugation (10 minutes)
  - a. -AR, -ER, and -IR
3. Introduce past tense -AR conjugations (20 minutes)
  - a. Cantar
    - i. Canté, cantaste, cantó, cantamos, cantaron

#### Day 3:

1. Bell ringer (10 minutes)
  - a. 3 -AR conjugations
2. Go over bell ringer (5 minutes)
3. Review vocab (10 minutes)

- a. refer to slide show
4. Allow for time to create flashcards with pictures for vocabulary words (10 minutes)
5. Review -AR past tense conjugations (rest of class)
  - a. Add new words

Day 4:

1. Bell ringer (10 minutes)
  - a. 5 vocabulary
  - b. 3 -AR conjugation
2. Go over bell ringer (3 minutes)
3. -AR conjugation (10 minutes)
  - a. worksheet
    - i. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
4. Go over worksheet (10 minutes)
5. Time to finish making flashcards of vocabulary (rest of class)

Day 5:

1. Play flashcard game and review for quiz next week (10 minutes)
2. Review of Present tense -AR conjugation (10 minutes)
3. Worksheet (10 minutes)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
4. Go over worksheet (5 minutes)
5. Vocabulary words again (15 minutes)
  - a. questions about quiz
  - b. mock quiz

**Week 2:**

Day 6:

1. QUIZ\*\*\* (15 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit?usp=sharing>
2. Introduce David Bisbal and new vocabulary (40 minutes)
  - a. WITH BLANKS
    - <https://docs.google.com/document/d/1M8LkjjwUOUMdDdra-Me3H54dSGZceFDK5a-DiRVlmrJg/edit>
  - b. WITHOUT BLANKS
    - [https://docs.google.com/document/d/1J9K8RBHbyY4qURkn5-h1hK3O\\_amp8q5-IQ9fol412C0/edit](https://docs.google.com/document/d/1J9K8RBHbyY4qURkn5-h1hK3O_amp8q5-IQ9fol412C0/edit)
  - c. listen to song and try to hear the words that are blanked out
  - d. Go over words and see if students got the words right by listening

Day 7:

1. Listen to song (5-10 minutes)
  - a. Stop song and see if students know the word that will come next.
2. Go through new vocab again (10 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit?usp=sharing>
3. Introduce -ER past tense conjugations (15 minutes)
  - a. Beber
    - i. Bebí, bebiste, bebió, bebimos, bebieron
  - b. worksheet
    - i. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>

Day 8:

1. Artists from Spain (30 minutes)
  - a. arte de Picasso
  - b. arte de Dalí
  - c. arte de Miró
  - d. Google Slides:
    - <https://docs.google.com/presentation/d/1Z9CsSYlJonSmZVtDrn7wNN7Q-FfjhXTkyiC3a4T9-hE/edit?usp=sharing>
2. Watch “Destino” (7 minutes)
  - a. <https://www.youtube.com/watch?v=rMLVqQDeY58>
3. Talk about “Destino” (rest of class)
  - a. What did they like or not like?
  - b. What did they find interesting?
  - c. Was it comfortable?
  - d. Did it have a happy ending?

Day 9:

1. Bell ringer (10 minutes)
  - a. 3 present tense
  - b. 3 past tense
2. Go over answers (5 minutes)
3. Play song (5 minutes)
  - a. Stop song and see if students can name the next word
4. Review -ER conjugation (10 minutes)
  - a. Worksheet
  - b. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
5. Practice vocabulary from song (10 minutes)

Day 10:

1. Bell ringer (10-15 minutes)

- a. 3 vocab from song
  - b. 3 present tense
  - c. 3 past tense
2. Go over answers for bell ringer (5 minutes)
3. Listen to and stop song (5 minutes)
  - a. Ask for next word
  - b. Ask for definition or meaning of word
4. Introduce -IR past tense conjugation (15 minutes)
  - a. Vivir
    - i. Viví, viviste, vivió, vivimos, vivieron
5. Have students make sentences with all endings (10 minutes)
  - a. Act out scenes with a given sentence.

### **Week 3:**

#### **Day 11:**

1. Listen song twice (10 minutes)
  - a. Stop song
2. Practice test, song (10 minutes)
  - a. <https://docs.google.com/document/d/1M8LkjwUOUMdDdra-Me3H54dSGZceFDK5a-DiRVlmrJg/edit>
3. Mata mosca - vocabulary game (15 minutes)
4. Questions about quiz or vocabulary (5 minutes)
5. Free time (study hall)

#### **Day 12:**

1. Ave Maria TEST\*\*\* (15 minutes)
  - a. <https://docs.google.com/document/d/1M8LkjwUOUMdDdra-Me3H54dSGZceFDK5a-DiRVlmrJg/edit>
  - b. Fill in the blank (may change a little bit)
2. Review past tense conjugations (40 minutes)
  - a. Act out sentences written on board
3. Questions about past tense conjugation quiz (5 minutes)

#### **Day 13:**

1. PAST TENSE CONJUGATION QUIZ\*\*\* (30 minutes)
  - a. <https://docs.google.com/document/d/1M8LkjwUOUMdDdra-Me3H54dSGZceFDK5a-DiRVlmrJg/edit>
2. Introduce artist presentation assignment (20 minutes)
  - a. [https://docs.google.com/document/d/1zF2dMq7ZAESynpGB6tLoPizKiCy6\\_Y5PvrOLnrc6qcl/edit?usp=sharing](https://docs.google.com/document/d/1zF2dMq7ZAESynpGB6tLoPizKiCy6_Y5PvrOLnrc6qcl/edit?usp=sharing)

#### **Day 14:**

1. Computer lab or library to research (all class)

Day 15:

1. Computer lab or library to research (all class)

**Week 4:**

Day 16:

1. Artist presentations
  - a. 4-5 students
    - i. 10-12 minutes

Day 17:

1. Artist presentation
  - a. 4-5 students
    - i. 10-12 minutes

Day 18:

1. Finish up remaining artist presentations
2. Review for past tense and vocabulary exam
3. Questions about Unit exam.

Day 19:

1. UNIT 2 EXAM\*\*\*\* (all class)
  - a. will be in link, still haven't created it.
2. Start *Chico and Rita / Ferdinand*

Day 20:

1. *Chico and Rita / Ferdinand*

**Week 5:**

1. *Chico and Rita / Ferdinand*

# U.S. Unit Plan

Created by: Bret Charlton

Grades 8 - 10

Approximate Duration: 4 weeks

## Standards

### *World Language Standards - OPI*

#### Communication

**Content Standard 1** – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

**Content Standard 3** – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

#### Connections

**Content Standard 6** – Students acquire information and perspectives through authentic materials in world languages and within cultures.

### *World-Readiness Standards - ACTFL*

#### Communication

**Interpersonal Communication** - Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Presentational Communication** - Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### Connection

**Making Connections** - Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively

#### Communities

**Lifelong Learning** - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## Stage 1 - Terminal Objectives

- Students will learn about the Latin American culture present within the United States. Students will participate in grammatical exercises in which they will understand when words change to *J* and *Z* in the present tense. Students will read Junot Diaz's children's

novel *Island Born*, and observe the message as well as the illustrations. They will be introduced to artwork of Latino American muralists and create their own mural describing their identity and their project with the class.

**Understandings:**

- There is Latin American culture thriving within the United States.
- Know present tense verbs which change to *J* and *Z* in the present tense.

**Essential Questions:**

- How is Mexican American culture different or similar to Mexican culture?
- Why is art important to Latino Americans?
- How is your heritage important to your identity?

**Students will be able to...**

- Understand and respond to basic Spanish.
- Convey general ideas in Spanish to their peers.
- Decipher which verbs change to *J* and *Z* in the present tense and which do not.

**Students will know...**

- Famous Latino American muralists

## **Stage 2 - Assessments**

**Performance Tasks - Students will be assessed on:**

- Participation in class
  - Supplying answers
- Completion of mural creation
  - Construction
  - Presentation in class
- Staying on task

**Other evidence students will be assessed on:**

- Respecting other's presentations
- Asking questions about others presentations
- Apparent understanding of main concepts
- Test on art terminology and latino american artists and grammatical concepts
- Song test.

**Mural Creation and Presentation:**

- After learning about Latino American muralists and looking murals throughout the US
  - You will create your own small scale mural
  - Your mural will help you explain your identity to the rest of the class
  - Your mural will be an extension of you
  - Choose what you put into your mural deliberately (it must serve a purpose)
  - What materials you want to use and why
- You will share your creation with the class

- Must include:
  - Reasons why you chose the style you did
  - The importance of the different elements
    - How these elements relate to you
  - The message you want to convey with your mural
    - <https://www.startwithabook.org/content/pdfs/muralguide.pdf>  
(mural link)
- Present in front of the class
  - Speak clearly
  - Use relevant vocabulary
  - Little to no filler words

**In Class Creation Requirements:**

	Exemplary 8-10 pts.	Proficient 7-5 pts.	Novice 5 or below pts.	Grade
On task	Works quietly and asks for help when needed	Little to no disruptions	Not on task with many disruptions.	/10
Final Product	It is neat, and clearly had time and thought put into it.	Seems messy, but overall well done.	Appears strewn together. Not tidy.	/10

**Presentation Requirements:**

	Exemplary 10-8 pts.	Proficient 7-5 pts.	Novice 5 or below pts.	Total
Criteria	All requirements of project are met.	Some to most requirements of project are met.	Very few requirements of project are met.	/10
Individual	Spoke and clearly throughout the presentation. Knowledge was clear. Intentions were clear.	Speech was somewhat clear. Knowledge wasn't entirely clear.	Speech was choppy, and hard to understand. Knowledge wasn't displayed clearly.	/10

Content	Information was accurate and there was a sufficient amount of information that met minimum requirements.	Information was accurate but the amount of information didn't meet requirements.	Information inaccurate, requirements not met.	/10
Execution	Presentation was clear and visually pleasing. Speaking was professional and mostly correct language use.	Presentation was clear, may not have been visually pleasing and incorrect language was used.	Presentation unclear, not visually pleasing, filler words used often.	/10

### **Stage 3 - Learning Plan**

#### **Week 1:**

#### **Day 1:**

1. Introduce Latin American culture in the U.S. (20-30 minutes)
  - a. Map
    - i. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
  - b. Regions
    - i. California
      1. 38.8% Latino
    - ii. Texas
      1. 38.2% Latino
      2. 39% of Texans are of Mexican descent
    - iii. Florida
      1. 23%
      2. Cubans
        - a. Little Havana
    - iv. New York
      1. 27%
      2. Puerto Rican
    - v. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>

2. Videos (15 minutes)

- i. <https://www.youtube.com/watch?v=vJt8FaPEPmI>
- ii. <https://www.youtube.com/watch?v=eXaw42oV3Nk>

Day 2:

1. Introduce new art vocabulary (10 minutes)

- a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
- b. Possibly have a slideshow of the words with pictures

2. Allow time to make flashcards of new vocabulary (10 minutes)

3. Review *ser* and *estar* (10 minutes)

- a. Worksheet (5 minutes)
  - i. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbs.pdf>

4. Go over answers to worksheet (5-8 minutes)

Day 3:

1. Bell ringer (5 minutes)

- a. Ser vs estar
  - i. 5 questions circle either ser or estar

2. Go over bell ringer (5-8 minutes)

3. Review vocab (5-8 minutes)

- a. Mata mosca

4. Introduce new song (15-20 minutes)

- a. Para no verte mas
  - i. <https://docs.google.com/document/d/1aRoSGTc8KykV0ARSgqIbHlqn74GjnH0GL7KO-76Cm-A/edit?usp=sharing> (with blanks)
  - ii. <https://docs.google.com/document/d/1oVDduAcPyh3MJ2aF2ZgDQRqQP0PHqgGcK4cT7ILw-bs/edit?usp=sharing> (without blanks)
- b. Blank out words and have students try to listen and fill in the words
- c. Go over words, and meanings

Day 4:

1. Bellringer (3-5 minutes)

- a. 3 pictures on board correlating with 3 vocab words
- b. Students will write the word

2. Go over bell ringer (3-5 minutes)

3. Listen to song (5-10 minutes)

- a. Stop song and have students say correct word and definition

4. Introduce future tense -AR verbs (30 minutes)

- a. -é, -ás, -á, -emos, -án
- b. Infinitive + endings

- i. i.e. cantaré
- c. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>

Day 5:

1. Listen to song (5 minutes)
  - a. Stop song and ask which word comes next
  - b. Ask meaning
2. Review vocabulary (8 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
3. Future tense -AR
  - a. Sentences (5 minutes)
  - b. More words (5 minutes)
  - c. Worksheet (15 minutes)
    - i. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
4. Go over answers to worksheet (10 minutes)

**Week 2:**

Day 6:

1. Bell ringer (5-8 minutes)
  - a. 4 Sentences on board
  - b. Correctly conjugate future tense -AR verbs for
2. Go over answers to bell ringer (5 minutes)
3. Introduce hispanic muralists in the US (15-20 minutes)
  - a. Judith Hernandez
    - i. <https://www.judithehernandez.com/>
  - b. Jose Clemente Orozco
    - i. <https://hoodmuseum.dartmouth.edu/explore/exhibitions/jose-clemente-oro-zco-united-states-1927-1934>
  - c. Diego Rivera
    - i. <https://www.diegorivera.org/>
4. Talk about why murals are important for people of hispanic heritage living in the US
  - a. Not able to read

Day 7:

1. Introduce mural assignment (15 minutes)
  - a. [https://docs.google.com/document/d/1xKQkQ3Q0Q\\_a15rFCPmCOfkTfKqNzrER8ePy8uOV0\\_IY/edit?usp=sharing](https://docs.google.com/document/d/1xKQkQ3Q0Q_a15rFCPmCOfkTfKqNzrER8ePy8uOV0_IY/edit?usp=sharing)
  - b. Answer questions
  - c. Show past examples

2. Review -AR future tense (15 minutes)
  - a. Worksheet
  - b. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
3. Go over answers and explain (5 minutes)
4. Introduce -ER/-IR future tense conjugation (10 minutes)
  - a. -é, -ás, -á, -emos, -án
  - b. Hahaha they are the same

Day 8:

1. Bell ringer (10 minutes)
  - a. Conjugate 7 verbs in sentences on the board
2. Go over answers (5 minutes)
3. Listen to song (5 minutes)
  - a. Stop and see if students know the next word and meaning
4. Show examples of good mural projects from past classes (5 minutes)
5. Show examples of bad mural projects from the past (5 minutes)
6. Allow class time to begin mural outlines (20 minutes)

Day 9:

1. Bell ringer (10 minutes)
  - a. 3 vocabulary matching
  - b. 3 future tense verb conjugations
2. Go over answers (5 minutes)
3. Listen to song (5 minutes)
  - a. Prepare for song quiz
  - b. Answer questions
4. Practice song quiz (15 minutes)
5. Go over answers (5-8 minutes)
6. Mural outline continuation (20 minutes)
  - a. Have students bring outline to be okay-ed before beginning on full mural

Day 10:

1. SONG QUIZ (20-25 minutes)
  - a. <https://docs.google.com/document/d/1aRoSGTc8KykV0ARSgqIbHlqn74GjnH0GL7KO-76Cm-A/edit?usp=sharing>
2. More time for mural outlines or mural creation (rest of class)

**Week 3:**

Day 11:

1. Vocabulary review (10-15 minutes)
2. Future tense conjugation review (10 minutes)
3. Future tense conjugation worksheet (10-15 minutes)

- a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
4. Play vocabulary games

Day 12:

1. VOCAB QUIZ\*\*\* (15 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
  - b. Review for the test the next day
2. Go over vocabulary quiz (5 minutes)
  - a. Pass to another student and have them grade it
3. Play vocabulary game to review more (20 minutes)
4. Review future tense (15 minutes)

Day 13:

1. VOCAB TEST\*\*\* (15 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
2. Begin reading ISLANDBORN by Junot Díaz (40-50 minutes)
  - a. Translate while reading
  - b. Talk about new vocabulary
3. Talk about the art

Day 14:

1. Read ISLANDBORN again (20 minutes)
  - a. Translate while reading
  - b. Talk about new vocabulary
2. Hand out study guide for Unit Exam
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>

Day 15:

1. Finish ISLANDBORN (20 minutes)
  - a. Talk about art and how powerful it is
  - b. What they liked what they didn't like
2. Ask if there are questions about study guide (10-15 minutes)
  - a. Review things students have questions about
3. If there are no questions go through each part of the exam and do example questions (20 minutes)

**Week 4:**

Day 16:

1. UNIT 4 EXAM\*\*\*
  - a. Might take whole class
  - b. If students finish early they can do other homework quietly or work on mural.

Day 17:

1. Final day for working on presentations in class (all class period\_
- b. If students do not finish they can work on their assignments at home.

Day 18:

1. Presentations
- a. 10-12 minutes per presentation

Day 19:

1. Presentations
- a. 10-12 minutes per presentation

Day 20:

1. Final day for presentations
2. When finished let students have study hall
3. Play games - bananagrams, batalla naval

# Chile Unit Plan

Created by: Bret Charlton  
Grades 8 - 10  
Approximate Duration: 4 weeks

## Standards

### *World Language Standards - OPI*

#### Communication

**Content Standard 1** – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

**Content Standard 3** – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

#### Connections

**Content Standard 6** – Students acquire information and perspectives through authentic materials in world languages and within cultures.

### *World-Readiness Standards - ACTFL*

#### Communication

**Interpersonal Communication** - Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Presentational Communication** - Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### Connection

**Making Connections** - Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively

#### Communities

**Lifelong Learning** - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## Stage 1 - Terminal Objectives

- Students will gain expertise in the geography of Chile. Students will participate in grammatical exercises in which they learn and understand the difference between *ser* and *estar* and when to use each in a sentence. Students will create and present projects on the

different national parks in Chile. Students will be able to pick the presentation style they would like to use, and will research national parks and share their findings with the class.

**Understandings:**

- Difference in the geography of Chile based on region.
- Know 11 different irregular past participles.

**Essential Questions:**

- How does geography have an effect on the people who live in different regions?
- In the students opinions, what regions are more conducive to life?
- Which region would you most like to visit?

**Students will be able to...**

- Understand and respond to basic Spanish.
- Convey general ideas in Spanish to their peers.
- Decipher differences in way of life between regions of Chile.

**Students will know...**

- The different regions of Chile.
- There are many different irregular past participles, and be able to correctly use 11.

## **Stage 2 - Assessments**

**Performance Tasks - Students will be assessed on:**

- Participation in class
  - Supplying answers
- Completion of presentation
  - Construction
  - Research
  - Presentation in class
- Staying on task

**Other evidence students will be assessed on:**

- Respecting other's presentations
- Asking questions about others presentations
- Apparent understanding of concepts
- Test on geographical regions.
- Song test.

**National Park Presentation Requirements:**

- Research and choose a park you find interesting and can find information about.
  - Must be able to identify which region their park is in.
  - Characteristics of the park that differentiate it from other parks.
  - Tourist attractions in their park.

- Must have academic sources.
- Create a presentation of your choice about a national park in Chile
  - Must include:
    - Information about the park.
      - What region
      - What is the geography like
      - Characteristics of the park
      - Biggest attraction in the park
        - Why people want to see this
      - A works cited
- Present in front of the class
  - Speak clearly
  - Use relevant vocabulary
  - Little to no filler words

**Research Requirements:**

	Exemplary 8-10 pts.	Proficient 7-5 pts.	Novice 5 or below pts.	Grade
On task	Researches quietly and asks for help when needed	Little to no disruptions	Not on task with many disruptions.	/10
Sources	Sources are academic and relevant to the park.	Some sources are good, others could be better.	Sources are not relevant to the artist or not academic.	/10

**Presentation Requirements:**

	Exemplary 10-8 pts.	Proficient 7-5 pts.	Novice 5 or below pts.	Total
Criteria	All requirements of project are met.	Some to most requirements of project are met.	Very few requirements of project are met.	/10
Individual	Spoke and clearly throughout the	Speech was somewhat clear. Knowledge	Speech was choppy, and hard to	

	presentation. Knowledge was clear. Intentions were clear.	wasn't entirely clear.	understand. Knowledge wasn't displayed clearly.	/10
Content	Information was accurate and there was a sufficient amount of information that met minimum requirements.	Information was accurate but the amount of information didn't meet requirements.	Information inaccurate, requirements not met.	/10
Execution	Presentation was clear and visually pleasing. Speaking was professional and mostly correct language use.	Presentation was clear, may not have been visually pleasing and incorrect language was used.	Presentation unclear, not visually pleasing, filler words used often.	/10

### **Stage 3 - Learning Plan**

#### **Week 1:**

#### **Day 1:**

1. Introduce Chile (all class)
  - a. Map (10 minutes)
  - b. Regions (5 minutes)
    - i. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
  - c. Google flyover attempt (I need help setting this up) (15-20 minutes)
    - i. <https://earth.google.com/web/@-23.8634185,-69.1328491,2641.89962577a,5096.45223984d,35y,0h,45t,0r/data=ChIaEAoIL20vMDExN2cYAiABKAIoAg>
    - ii. <https://earth.google.com/web/@-18.23141059,-69.31437374,4563.3592688a,2127.33760058d,35y,275.49079102h,0t,0r/data=ChMaEQoJL20vMGd2Y3B2GAEGASgC>
  - d. Videos (10 minutes)
    - i. <https://www.youtube.com/watch?v=Bn5XMxKRuys>
    - ii. <https://www.youtube.com/watch?v=fWCtXt8CwY4>

### Day 2:

1. Introduce geography vocabulary (15 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
  - b. Possibly have a slideshow of the words with pictures
2. Allow time to make flashcards of new vocabulary (10 minutes)
3. Review past and present tense conjugations (15 minutes)
  - a. Worksheet
  - b. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
4. Go over answers to worksheet (10 minutes)

### Day 3:

1. Bell ringer (10 minutes)
  - a. 3 vocab words
  - b. 2 past tense conjugation
  - c. 2 present tense conjugation
2. Go over bell ringer (5 minutes)
3. Review vocab (10 minutes)
  - a. Mata mosca
4. Introduce new song (15 minutes)
  - a. Estoy aquí
    - i. <https://docs.google.com/document/d/1oQS3xorbPI0PtpaRBTwPYOdPVhn4xt73uHQarm87nc/edit?usp=sharing>
  - b. Blank out words and have students try to listen and fill in the words
  - c. Go over words, and meanings

### Day 4:

1. Bell ringer (5 minutes)
  - a. 5 vocabulary words
2. Go over bell ringer (2 minutes)
3. Introduce *ser* and *estar* (15-20 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
4. Example sentences on board (10 minutes)
  - a. Soy, eres, es, somos, son
  - b. Estoy, estas, esta, estamos, estan
5. Worksheet (10 minutes)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>

### Day 5:

1. Bell ringer (10 minutes)
  - a. 5 *Ser vs estar* sentences

2. Go over bell ringer (5 minutes)
3. Go over worksheet from day before (5 minutes)
4. Listen to song twice (8-10 minutes)
  - a. Stop song and ask which word comes next
5. Review vocabulary (10 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
6. *Ser* vs *Estar* worksheet (rest of class)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>

## **Week 2:**

### Day 6:

1. Introduce national park assignment (10 minutes)
2. [https://docs.google.com/document/d/1swexZs1oL3u3FVIZFcLBt8TL\\_eieC0XjkcK37m6wYOQ/edit?usp=sharing](https://docs.google.com/document/d/1swexZs1oL3u3FVIZFcLBt8TL_eieC0XjkcK37m6wYOQ/edit?usp=sharing)
3. Go explore different regions of Chile and national parks (10 minutes)
  - a. <https://www.youtube.com/watch?v=ClafggajOg>
  - b. <https://www.youtube.com/watch?v=-RfRmAyZQiE>
4. Answer questions about assignment (5-10 minutes)
5. Talk about geography vocabulary relating to this assignment (15 minutes)
  - a. Practice vocabulary

### Day 7:

1. Bell ringer (5 minutes)
  - a. 7 vocabulary terms
2. Go over answers to bell ringer (3 minutes)
3. Students pick top 3 national parks they would like to present on (5 minutes)
4. *Ser* vs *Estar* review (10-15)
5. *Ser* vs *Estar* practice (10-15)
  - a. Worksheet
  - b. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
  - c. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
6. Go over answers and explain

### Day 8:

1. Listen to song twice (10 minutes)
  - a. Stop and see if students know the next word and meaning
2. Mock song quiz (10 minutes)
  - a. <https://docs.google.com/document/d/1oQS3xorbPI10PtpaRBTwPYOdPVhn4xt73uHQarm87nc/edit?usp=sharing>
3. Go over answers to song quiz (5 minutes)

4. Bring in computer cart to research national parks (rest of class)
  - a. Hopefully have a librarian on hand to help find academic sources
  - b. Correct MLA citation

Day 9:

1. Listen to song (5 minutes)
  - a. Prepare for song quiz
2. Answer questions (5 minutes)
3. Go to computer lab to research national parks (rest of class)

Day 10:

1. SONG QUIZ (15 minutes)
  - a. <https://docs.google.com/document/d/1oQS3xorbPI10PtpaRBTwPYOdPVhn4xt73uHQarm87nc/edit?usp=sharing>
2. More time for research or students can begin working on their presentations (rest of class)

**Week 3:**

Day 11:

1. Vocabulary review (10 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
  - b.
2. Review *ser* and *estar* (10 minutes)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
3. Play vocabulary games (15 minutes)
4. Study hall (rest of class)

Day 12:

1. VOCAB QUIZ (15 minutes)
  - a. Review for the test the next day
2. Go over vocabulary quiz (5 minutes)
  - a. Pass to another student and have them grade it
3. Play vocabulary game to review more
4. *Ser* and *estar* practice

Day 13:

1. UNIT 3 TEST
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>

Day 14:

1. Presentations
  - a. 8-10 minutes

Day 15:

1. Presentations

- a. 8-10 minutes

**Week 4:**

Day 16:

1. Final day for presentations
2. Read Pablo Neruda poems if there is time
  - a. <https://psicologiamente.com/reflexiones/poemas-pablo-neruda>

Day 17:

1. Pablo Neruda poems (20-30 minutes)
  - a. <https://psicologiamente.com/reflexiones/poemas-pablo-neruda>
2. Translate
3. Look at his homes in Valparaiso, Santiago, and Isla Negra (20-30 minutes)
  - a. Santiago  
[https://www.google.com/search?q=pablo+neruda+house+santiago&rlz=1CAXLEN\\_enUS772US775&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjW3tj4gv7hAhWEGnwKHWCrDd8Q\\_AUIDigB&biw=1366&bih=609#imgrc=bMeSc5eTehoSpm:](https://www.google.com/search?q=pablo+neruda+house+santiago&rlz=1CAXLEN_enUS772US775&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjW3tj4gv7hAhWEGnwKHWCrDd8Q_AUIDigB&biw=1366&bih=609#imgrc=bMeSc5eTehoSpm:)
  - b. Valpo  
[https://www.google.com/search?q=pablo+neruda+house+santiago&rlz=1CAXLEN\\_enUS772US775&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjW3tj4gv7hAhWEGnwKHWCrDd8Q\\_AUIDigB&biw=1366&bih=609#imgrc=SVPxF7mGpmyMrM:](https://www.google.com/search?q=pablo+neruda+house+santiago&rlz=1CAXLEN_enUS772US775&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjW3tj4gv7hAhWEGnwKHWCrDd8Q_AUIDigB&biw=1366&bih=609#imgrc=SVPxF7mGpmyMrM:)
  - c. Isla Negra  
[https://www.google.com/search?rlz=1CAXLEN\\_enUS772US775&biw=1366&bih=609&tbn=isch&sa=1&ei=cIDLXPr4OYuT8AOdvrmoDQ&q=pablo+neruda+house+isla+negra&oq=pablo+neruda+house+isla+negra&gs\\_l=img.3..0.51000.52325..52502...0.0..0.80.684.10.....1...1..gws-wiz-img.....0i24.4fOPM7LQ0n0#imgrc=FbXu\\_K9oCNtd-M:](https://www.google.com/search?rlz=1CAXLEN_enUS772US775&biw=1366&bih=609&tbn=isch&sa=1&ei=cIDLXPr4OYuT8AOdvrmoDQ&q=pablo+neruda+house+isla+negra&oq=pablo+neruda+house+isla+negra&gs_l=img.3..0.51000.52325..52502...0.0..0.80.684.10.....1...1..gws-wiz-img.....0i24.4fOPM7LQ0n0#imgrc=FbXu_K9oCNtd-M:)

Day 18:

1. Watch the film *Neruda*

Day 19:

1. Watch *Neruda*

Day 20:

1. Finish *Neruda*
2. Study hall for the remainder of the period, or allow students to play games Batalla naval, or bananagrams

# Cuba Unit Plan

Created by: Bret Charlton  
Grades 8 - 10  
Approximate Duration: 4 weeks

## Standards

### *World Language Standards - OPI*

#### Communication

**Content Standard 1** – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

**Content Standard 3** – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

#### Connections

**Content Standard 6** – Students acquire information and perspectives through authentic materials in world languages and within cultures.

### *World-Readiness Standards - ACTFL*

#### Communication

**Interpersonal Communication** - Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Presentational Communication** - Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### Connection

**Making Connections** - Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively

#### Communities

**Lifelong Learning** - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## Stage 1 - Terminal Objectives

- Students will learn about the Cuba and the history of the country as well as the history between the United States and Cuba. Students will participate in grammatical exercises in which they learn direct and indirect object pronouns and use them correctly in a sentence.

The students will also create a cultural production in which they talk the class through how to make a traditional Cuban dish, and also talk the class through how to make their favorite dish.

**Understandings:**

- There is a rich Cuban culture living in Cuba, but a large one in the U.S. as well.
- Know direct and indirect object pronouns and when to use them.

**Essential Questions:**

- How is Cuban culture thriving in Florida?
- How has the United States impacted Cuba?
- What are some of Cuba's largest exports?

**Students will be able to...**

- Understand and respond to basic Spanish.
- Convey general ideas in Spanish to their peers.
- Decipher whether direct and indirect pronouns need to be used, and which one.

**Students will know...**

- Political figures past and present.
- Historical events that shaped the country.

## **Stage 2 - Assessments**

**Performance Tasks - Students will be assessed on:**

- Participation in class
  - Supplying answers
- Completion and presentation of Cuban food and favorite food instructions
  - Construction
  - Presentation in class
- Staying on task

**Other evidence students will be assessed on:**

- Respecting other's projects.
- Asking questions about others projects.
- Apparent understanding of main concepts.
- Test on cooking terminology, historical figures affecting twentieth century Cuba, and direct and indirect object pronouns.
- Song test.

**Cooking Instructional Presentation:**

- While learning about Cuba, its historical figures, and much more, we will be looking into traditional Cuban meals. Each student will pick a traditional Cuban dish and give a step by step instructional presentation on it. Along with a Cuban dish, students will pick their favorite dish and present that as well. Extra credit if students can bring their dish in for the rest of the class.

- You will find a traditional Cuban dish and print out a recipe.
- You will also choose your favorite dish, it doesn't have to be American, it can be something traditional to your heritage, and you will print out a recipe card.
- You will copy these recipes onto new recipe cards with your handwriting and even pictures if you please.
- The second recipe needs to be important to you, so you will need to explain why you chose it.
- You will then talk the class through how to make both of the dishes you chose.
  - Must include:
    - Relevant cooking vocabulary.
    - The importance of the second dish to you/why you chose it
      - Possibly bringing in a sample of the dish for the rest of the students
- Present in front of the class
  - Speak clearly
  - Use relevant vocabulary
  - Little to no filler words

**In Class Creation Requirements:**

	Exemplary 8-10 pts.	Proficient 7-5 pts.	Novice 5 or below pts.	Grade
On task	Works quietly and asks for help when needed	Little to no disruptions	Not on task with many disruptions.	/10
Final Product	It is neat, and clearly had time and thought put into it.	Seems messy, but overall well done.	Appears strewn together. Not tidy.	/10

**Presentation Requirements:**

	Exemplary 10-8 pts.	Proficient 7-5 pts.	Novice 5 or below pts.	Total
Criteria	All requirements of project are met.	Some to most requirements of project are met.	Very few requirements of project are met.	/10
Individual	Spoke and clearly	Speech was somewhat clear.	Speech was choppy, and	

	throughout the presentation. Knowledge was clear. Intentions were clear.	Knowledge wasn't entirely clear.	hard to understand. Knowledge wasn't displayed clearly.	/10
Content	Information was accurate and there was a sufficient amount of information that met minimum requirements.	Information was accurate but the amount of information didn't meet requirements.	Information inaccurate, requirements not met.	/10
Execution	Presentation was clear and visually pleasing. Speaking was professional and mostly correct language use.	Presentation was clear, may not have been visually pleasing and incorrect language was used.	Presentation unclear, not visually pleasing, filler words used often.	/10

### **Stage 3 - Learning Plan**

#### **Week 1:**

#### **Day 1:**

1. Introduce Cuba (20-30 minutes)
    - a. Map
      - i. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
    - b. Caribbean
      - i. <https://www.youtube.com/watch?v=YVkjwh6OavM>
      - ii. Map
        1. [https://www.google.com/search?rlz=1CAXLEN\\_enUS772US775&tbm=isch&sa=1&ei=zgHHXMfGC-eV0gKehJCYAg&q=southern+us+and+caribbean+map&oq=southern+us+and+caribbean+map&gs\\_l=img.3...12912.19238..19544...0.0..0.134.2423.28j1.....1...1..gws-wiz-img.....35i39j0i67j0i8i30j0i24.Cp\\_y10thV4Q#imgrc=tmyPj\\_Q5mgNW2M:](https://www.google.com/search?rlz=1CAXLEN_enUS772US775&tbm=isch&sa=1&ei=zgHHXMfGC-eV0gKehJCYAg&q=southern+us+and+caribbean+map&oq=southern+us+and+caribbean+map&gs_l=img.3...12912.19238..19544...0.0..0.134.2423.28j1.....1...1..gws-wiz-img.....35i39j0i67j0i8i30j0i24.Cp_y10thV4Q#imgrc=tmyPj_Q5mgNW2M:)
2. Videos (15 minutes)

- i. <https://www.youtube.com/watch?v=q82DRgDapQs>
- ii. <https://www.youtube.com/watch?v=HPyYPt2IXmU>
- iii. Music - <https://insightcuba.com/faq/what-music-cuba-famous>
  - 1. Son
    - a. <https://www.youtube.com/watch?v=Qx6Ml3MlsGQ>
  - 2. Nueva troto
    - a. <https://salsablanca.com/ethnomusicology/cuban-music-styles/the-nueva-trova-in-cuba/>
- iv. Food
  - 1. <https://www.youtube.com/watch?v=LwMklgr6jWU>

#### Day 2:

- 1. Introduce new art vocabulary (10 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
  - b. Possibly have a slideshow of the words with pictures
- 2. Allow time to make flashcards of new vocabulary (10 minutes)
- 3. Review *J* and *Z* present tense changing verbs (10 minutes)
  - a. Worksheet (5 minutes)
    - i. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbs.pdf>
- 4. Go over answers to worksheet (5-8 minutes)

#### Day 3:

- 1. Bell ringer (5 minutes)
  - a. *J* and *Z* changing verbs
    - i. 5 questions circle either *ser* or *estar*
- 2. Go over bell ringer (5-8 minutes)
- 3. Review vocab (5-8 minutes)
  - a. Mata mosca
- 4. Introduce new song (15-20 minutes)
  - a. Dimelo
    - i. [https://docs.google.com/document/d/1rsS5owtF-pW2IuYJJoeVWuECEExMzkDsUlk\\_jjHSX4w/edit](https://docs.google.com/document/d/1rsS5owtF-pW2IuYJJoeVWuECEExMzkDsUlk_jjHSX4w/edit) (with blanks)
    - ii. [https://docs.google.com/document/d/1rsS5owtF-pW2IuYJJoeVWuECEExMzkDsUlk\\_jjHSX4w/edit](https://docs.google.com/document/d/1rsS5owtF-pW2IuYJJoeVWuECEExMzkDsUlk_jjHSX4w/edit) (without blanks)
  - b. Blank out words and have students try to listen and fill in the words
  - c. Go over words, and meanings

#### Day 4:

- 1. Bellringer (3-5 minutes)
  - a. 5 pictures on board correlating with 5 vocab words

- b. Students will write the word
- 2. Go over bell ringer (3-5 minutes)
- 3. Listen to song (5-10 minutes)
  - a. Stop song and have students say correct word and definition
- 4. Introduce object pronouns (30 minutes)
  - a. Direct
    - i. Lo, la, nos, los, les
  - b. Indirect
    - i. Le, nos, les
  - c. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>

Day 5:

- 1. Listen to song (5 minutes)
  - a. Stop song and ask which word comes next
  - b. Ask meaning
- 2. Review vocabulary (8 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
- 3. Object pronouns
  - a. Review (5 minutes)
  - b. Sentences (5 minutes)
  - c. More words (5 minutes)
  - d. Worksheet (15 minutes)
    - i. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
- 4. Go over answers to worksheet (10 minutes)

**Week 2:**

Day 6:

- 1. Bell ringer (5-8 minutes)
  - a. 4 Sentences on board (2 direct, 2 indirect)
  - b. Correctly use object pronouns
- 2. Go over answers to bell ringer (5 minutes)
- 3. Introduce Fidel Castro (full 50 minutes)
  - a. Presidents he overlapped with
    - i. Eisenhower
    - ii. Kennedy
    - iii. Johnson
    - iv. Nixon
    - v. Ford

- vi. Carter
- vii. Reagan
- viii. Bush
- ix. Clinton
- x. Bush
- xi. Obama
- b. Cold War
  - i. Missile Crisis
  - ii. Bay of Pigs
  - iii. Trade embargo
- c. Present
  - i. Castros are no longer
  - ii. Miguel Díaz-Canel (2018)

Day 7:

1. Introduce food instruction assignment (15 minutes)
  - a. <https://docs.google.com/document/d/1TM0pCFnw9NhOciIGJbXurz2Mn9aajgISLIHdguyVjo/edit?usp=sharing>
  - b. Answer questions
  - c. Show past examples of recipe cards
2. Review object pronoun usage (15 minutes)
  - a. Worksheet
  - b. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
3. Go over answers and explain (5 minutes)
4. Vocabulary review

Day 8:

1. Bell ringer (10 minutes)
  - a. 7 sentences with no object pronouns in place
2. Go over answers (5 minutes)
3. Listen to song (5 minutes)
  - a. Stop and see if students know the next word and meaning
4. Show examples of good recipe cards and talk about what a good presentation would have (5 minutes)
5. Show examples of bad recipe cards and talk about what a bad presentation would look like (5 minutes)
6. Have class create mock recipe card for mac and cheese (20 minutes)
  - a. Share cards and instructions with the class
  - b. See if students missed steps, or didn't add an ingredient

Day 9:

1. Bell ringer (15 minutes)

- a. 5 vocabulary matching
  - b. 5 object pronoun lacking sentences
2. Go over answers explain (5 minutes)
3. Listen to song (5 minutes)
  - a. Prepare for song quiz
  - b. Answer questions
4. Practice song quiz (15 minutes)
5. Go over answers (5-8 minutes)
6. Meal instruction, whole class on peanut butter and jelly sandwich (20 minutes)
  - a. Break into groups
  - b. Step by step
  - c. Act out when groups tell you the steps

Day 10:

1. SONG QUIZ (20-25 minutes)
  - a. [https://docs.google.com/document/d/1rsS5owtF-pW2luYJJoeVWuECEExMzkDsUIk\\_jjHSX4w/edit](https://docs.google.com/document/d/1rsS5owtF-pW2luYJJoeVWuECEExMzkDsUIk_jjHSX4w/edit)
2. Time for vocabulary flash cards (10 minutes)
3. Time for re-write of recipe cards (rest of class)

**Week 3:**

Day 11:

1. Vocabulary review (10-15 minutes)
2. Object pronoun review (10 minutes)
3. Object pronoun worksheet (10-15 minutes)
  - a. <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/718/Verbos.pdf>
4. Play vocabulary games

Day 12:

1. VOCAB QUIZ\*\*\* (15 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
  - b. Review for the test the next day
2. Go over vocabulary quiz (5 minutes)
  - a. Pass to another student and have them grade it
3. Play vocabulary game to review more (20 minutes)
4. Review preterite and future tense with emphasis on object pronouns (15 minutes)

Day 13:

1. VOCAB TEST\*\*\* (15 minutes)
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>
2. Read poems by Reinaldo Arenas

- a. <https://digopalabratxt.com/2014/12/06/tres-poemas-de-reinaldo-arenas/>
  - b. <https://www.isliada.org/poetas/reinaldo-arenas/>
  - c. Talk about new vocabulary
3. Talk about the work
    - a. What it means

Day 14:

1. Begin reading A Mango in the Hand in Spanish(20 minutes)
  - a. Translate while reading
  - b. Talk about new vocabulary
2. Hand out study guide for Unit Exam
  - a. <https://docs.google.com/document/d/1CTjIGBJJFvU-zPP4GqXPKjV9Zfh9vtkB1FH7tGvf0A/edit>

Day 15:

1. Finish A Mango in the Hand (30 minutes)
  - a. Talk about art and how powerful it is
  - b. What they liked what they didn't like
2. Ask if there are questions about study guide (10-15 minutes)
  - a. Review things students have questions about
3. If there are no questions go through each part of the exam and do example questions (20 minutes)

**Week 4:**

Day 16:

1. UNIT 4 EXAM\*\*\*
  - b. Might take whole class
  - c. If students finish early they can do other homework quietly or work on mural.

Day 17:

1. Presentations
  - a. 10-15 minutes per presentations (3-5)

Day 18:

1. Presentations
  - b. 10-15 minutes per presentation (3-5)

Day 19:

1. Presentations
  - a. 10-15 minutes per presentation

Day 20:

1. Final day for presentations
2. Begin watching *Before Night Falls / Viva Cuba*
  - a. I found a pg 13 version of the movie, I might have to custom order it
  - b. Or find a lesser rated film having to do with Cuba

**Week 5**

**Day 21:**

1. Watch *Before Night Falls / Viva Cuba*

**Day 22:**

1. Finish *Before Night Falls / Viva Cuba*