

Jay Curriculum: Unit Cover Page

Unit title: Culture

Grade Level: 9-12

Content Area(s): MCL

Date Created:

Designed By: Paula Swenson

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

A (K-2) 1
E (K-2) 1,2
E (3-4) 1,2,3
E (5-8) 1,2,3
E (9-12) 1,2,3,4
F (K-2) 1
F (3-4) 1
F (5-8) 1,2,3
F (9-12) 1,2,4

Unit: Culture

Brief Summary of Unit/Topic

Summary:

The focus on culture in the Spanish speaking world helps the students to understand and recognize “the diverse nature of society” and to recognize the connections that link all people together.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

How to sing a song in Spanish

How to dance the salsa

How to cook some traditional food from Spanish speaking countries

How to use currency of another country – and know how to convert it to/from U.S. dollars

To identify flags of Spanish speaking countries and their maps

To know the capitals of Spanish speaking countries

Students will know:

Some differences between USA and Spanish speaking countries regarding: music, holidays and celebrations, food, art, housing, currency, climate, medical practices, literature, schedules, family life, school life, names.

Students will be able to:

Bargain in Spanish speaking countries

Address someone in a formal polite manner and behave appropriate in Spanish speaking societies

Speak about the difference between our country and Spanish speaking countries in many areas

Identify some Spanish speaking people from the past & present

Enduring Understanding/s:

An appreciation of that which is different from our culture

An understanding that there are differences between our culture and the cultures of other countries outside of the USA.

A realization that different cultures have an influence on each other.

There are connections that link all people together.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K=Kinesthetic O=oral V=visual W=written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide.)
<u>Bargaining</u> – students will set up a “market place” where they will buy and sell clothing with play pesos, bargaining in Spanish				
<u>Piñatas</u> – students will learn about piñatas, and will make them and break them in the traditional way				
<u>Countries</u> – students will choose one Spanish speaking country to be from and research – including history currency, making a map and a flag.				
<u>Food</u> – students will prepare one traditional food to bring to a banquet for the class.				
<u>Art</u> – students will study a Spanish-speaking artist and do a PowerPoint presentation on him/her in Spanish (IV)				
<u>Hunt</u> – Students will find the answers to a list of cultural questions by hunting for them in the library.				
<u>Medical</u> – students will research and given an oral report on alternative medicines popular in some Spanish speaking countries.				
Quizzes, Tests, Prompts:				
There is a cultural question in every unit test given to the students.				
Other Evidences:				
After every film on cultural differences (Day of the Dead, Cinco de Mayo, bullfighting) the students hand in feedback on paper which is read to the class and there is a discussion.				
Student Self-Assessment:				
Students are very often asked for their opinion on the similarities and differences in culture and what				

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they personally learned from the topic discussed. This is written down anonymously and handed in to be read to the class.				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

Class activities will include:

- Films on life in Spanish speaking countries – E(9-12) 1,4
- A lesson on doing the salsa – E(k-2) 1; E(5-8) 2
- Lessons on preparing food in Spanish speaking countries - E(9-12) 2; E(k-2) 2; E(3-4) 1; F(k-2) 1
- Lessons on making piñatas – E(k-2) 2; E(5-8) 2; E(3-4) 2, 1
- Lessons on music in Spanish speaking countries listening to and singing songs – F(k-2) 1; E(9-12) 1; E(k-2) 1; E(3-4) 2; E(5-8)2
- Studying art in the target culture, drawing replicas of famous artwork and PowerPoint presentations – E(K-2) 2; E(9-12) 1; F(9-12)1,2
- Activities involving bargaining in Spanish speaking countries – E(3-4) 2; E(5-8) 2; E(9-12) 2
- Observing different currencies – E(3-4) 1
- Drawing maps and flags – F(3-4) 1
- Lots of discussions on similarities and differences in USA and Spanish speaking countries (in every unit) – E(5-8)1; F(9-12) 4; F(5-8)1,2
- Studying and reproducing parts of the Aztec calendar – accompanied by Indian Mayan music – E(K-2) 2; E(9-12) 1

REFERENCES: