



Grade 4 Spanish - Unit 1 - Cultura y Celebraciones (Culture and Celebrations)

Unit Focus

Cultural Heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. Throughout MPS' WL elementary school curriculum our students have been exposed to Spanish cultural heritage components. In 1st grade our students learned about Peruvian traditions and artifacts. In 2nd grade students learned about games played by children in Spanish speaking countries. In 3rd grade students were exposed to different Spanish speaking countries through music and weather trends.

As a culmination of their journey as elementary school student WL learners, the 4th graders will experience an entire unit focused on Spanish Culture as its main theme. Throughout the unit, the students will discuss the importance and value of passing on these cultural components from one generation to another. Fourth graders will be introduced to a brief history of the Spanish language and its propagation through the world. Students will also learn about Spanish culture through the life and work of renowned Spanish artist, Pablo Picasso. As a 4th grade group, students will share their knowledge about cultural celebrations in Spain and in Spanish speaking countries in Latin America with the purpose of spreading knowledge of Spanish/Hispanic cultural heritage to our schools' staff and student body.

Concurrently, students will gain a more in depth insight of cognates, and their value in improving their listening and reading Spanish comprehension.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 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 <p>C.2 CULTURES - Interact with cultural competence and</p>	<p>T1 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p> <p>T2 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)</p> <p>U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p>	<p>Q1 How can I use cognates to both understand and speak Spanish?</p> <p>Q2 How can knowledge of cultural heritage enrich my life?</p> <p>Q3 What does the source or text say?What does it mean?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p><i>understanding</i></p> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p><i>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</i></p> <ul style="list-style-type: none"> • C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. 	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	K1 Geographical and cultural information about Spain	S1 Using and recognizing various cognates in context
	K2 Basic information about the life and works of Pablo Picasso	S2 Communicating about cultural celebrations in the Spanish speaking world
	K3 Patterns associated with cognates	S3 Creating a work of art synthesizing the ideas of Picasso
	K4 Basic information about various cultural celebrations in the Spanish speaking world	S4 Interpreting text in order to make meaning (with emphasis on knowledge of cognates)