

Stage 1: Identify Desired Results

Established Goals

WL.K12.NM.8.3: Identify celebrations typical of the target culture and one's own

WL.K12.NH.8.3: Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

WL.K12.NM.2.4 Recognize words and phrases when used in context on familiar topics.

WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases and simple sentences supported by visuals.

WL.K12.IL.4.1: Present information on familiar topics using a series of sentences with sufficient details.

WL.K12.NM.4.5 Role-play skits, songs or poetry in the target language that deal with familiar topics.

WL.K12.NM.4.6: Present simple information about a familiar topic using visuals.

WL.K12.NM.2.2 Demonstrate understanding of short, simple literary stories.

WL.K12.NH.1.5 Demonstrate understanding of simple stories or narratives.

WL.K12.NH.2.1 Determine main idea from simple texts that contain familiar vocabulary used in context.

WL.K12.NH.2.2 Identify the elements of the story such as setting, theme and characters.

WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL.K12.NM.1.2 Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

WL.K12.NM.3.2 Participate in basic conversations using words, phrases and memorized expressions.

WL.K12.NM.3.3 Ask simple questions and provide simple responses related to personal preferences.

WL.K12.NM.3.4 Exchange essential information about self, family and familiar topics.

WL.K12.NM.4.3 Express likes and dislikes.

WL.K12.NH.4.3 Describe familiar experiences or events using both general and specific language.

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| <p>Enduring Understandings <i>Students will understand ...</i> Which foods/beverages are offerings to the dead and to deities.</p> <p>Why certain foods/beverages are offerings to the dead and to deities.</p> | <p>Essential Questions What foods/beverages are offered to the dead and to deities?</p> <p>When are certain foods/beverages offered to the dead and to deities?</p> <p>What is the significance of certain foods/beverages offerings to the dead and to deities?</p> |
| <p><i>Students will know....</i> Key Vocabulary identifying food/beverage offerings</p> <p>Names of Deities/Orixas & Celebrations related to specific countries &/or cultures</p> | <p><i>Students will be able to ...</i> Identify food/beverages offered to the dead and to deities</p> <p>Identify Deities and Celebrations related to specific countries &/or cultures</p> <p>Explain when certain foods/beverages are offered to the dead and o deities</p> <p>Explain why certain foods/beverages are offered to the dead and o deities</p> |
| <p>Stage 2: Determine Evidence for Assessing Learning</p> | |
| <p>Performance Tasks:</p> <p>Final Project: Create & Present a digital presentation – with audience participation - that highlights food/beverage offerings in your personal or other world cultures/traditions and why.</p> | <p>Other Evidence:</p> <p>Word Sort: Given a set of vocabulary terms, students sort into given categories or create their own categories for sorting.</p> <p>One sentence summary: Students write a summary sentence in Spanish about who/what, where, when, and why.</p> <p>Quick Write: Students respond in 2-10 minutes to a teacher prompt before, during &/or after reading.</p> <p>Level 1: Identify the offering Jeopardy Soundtrack/Beat the Clock</p> <p>Level 2: Explain the significance of the offering Via a Culture Box for EACH culture</p> <ul style="list-style-type: none"> - Pick blindly an offering - ALTERNATIVE: Match the offering to visual images that explain the significance of each |

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| Stage 3: Build Learning Plan | |
| Learning Activities: Level 3: Create an offering/Culture Box To include: Content Inventory List Explanatory Text Explanation of the significance of each item The designee/deity/Orixá &/or culture related to each item Students read short explanatory texts or captions in Spanish and possibly Brazilian Portuguese before writing a 1 sentence summary to orally share with others. OPTIONAL: Student volunteers orally share 1 sentence summaries composed by other classmates. Students match the 1 sentence summaries to explanatory texts, captions or visual images. Students receive visual images and write explanatory captions for each in Spanish. | |

Pre-IB Spanish I/II

Torres, Lucille

*Center for Latin
American Studies*

VANDERBILT  UNIVERSITY