

Cultura y Civilización

Unit Title: Ecuador: Música popular, el kichwa, y leyendas

Content Standard: National Standards for Foreign Language

Standard Number (and/or) Text:

- 1.1 Communication: Interpersonal
 - 1.2 Communication: Interpretive
 - 1.3 Communication: Presentational
 - 2.1 Culture: Practices and Perspectives
 - 2.2 Culture: Products and Perspectives
 - 3.1 Connections: Cross-curricular
 - 4.1 Comparisons: Language
 - 4.2 Comparisons: Culture
 - 5.1 Communities: Beyond the School
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Enduring Understandings *(Students will understand that):*

- Through embedded reading and repeated exposure to an engaging song/story in a variety of ways, Spanish can be acquired and cultural knowledge can be gained.
 - Ecuador is an extremely diverse country, both geographically and culturally.
 - Interculturality is [the ability to actively participate in communication guided by an awareness and understanding of cultures. It is the ability to experience the culture of another person and to be open minded, interested, and curious about that person and culture. Language learners must be able to evaluate personal feelings, thoughts, perceptions, and reactions in order to understand another culture and use that experience to reflect on their own life and surroundings.](#)
 - It is important to keep languages and cultures alive because it can lead to greater acceptance of others, personal enjoyment (through legends, music, and stories), and a greater sense of identity in certain communities.
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Essential Questions *(Inquiry used to explore enduring understanding):*

- How and what can one learn from a popular song and music video?
- Is it important to keep languages and cultures alive? Why or why not?
- What is interculturality and how and where is it present in the world?

Preguntas Esenciales en español

- ¿Cómo y qué se puede aprender de una canción y video musical popular?
 - ¿Es importante mantener vivos los idiomas y las culturas? ¿Por qué sí o no?
 - ¿Qué es la interculturalidad y cómo y dónde está presente en el mundo?
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Knowledge and Skills (Competencies) *(Students will know and be able to):*

- Communication: Interpersonal
 - I can answer questions about a variety of topics related to the song/story "Si tú lo ves," legends in Ecuador, and other resources related to Ecuador.
 - I can express my opinions, feelings, and reactions about topics related to the song/story "Si tú lo ves," legends in Ecuador, other resources related to Ecuador.
 - I can use gestures to show that I understand the song/story "Si tú lo ves."
- Communication: Interpretive
 - I can understand, interpret, and analyze what I hear, read, and view related to the song/story "Si tú la ves," legends in Ecuador, and other resources related to Ecuador.
- Communication: Presentational
 - I can present information and ideas to explain and narrate on a variety of topics related

to the song/story "Si tú la ves," legends in Ecuador, other resources related to Ecuador.

- **Cultures**
 - I can explain and reflect on the relationship between the products, practices and perspectives in topics related to the song/story "Si tú la ves" (including biodiversity, dance, and tourism), legends in Ecuador, other resources related to Ecuador.
 - **Connections**
 - I can access and evaluate information and diverse perspectives in the song/video in the song/story "Si tú la ves," legends in Ecuador, other resources related to Ecuador.
 - I can identify and explain some of the geographical diversity of Ecuador.
 - **Comparisons**
 - I can use Spanish to explain and reflect on the concept of culture through comparisons of the song/story "Si tú la ves," legends in Ecuador, other resources related to Ecuador.
 - **Communities**
 - I can set goals (to understand the song "Si tú la ves," legends in Ecuador, other resources related to Ecuador and reflect on my progress in using Spanish for enjoyment, enrichment, and advancement.
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Performance Tasks/Other Evidence: Possible Assessments

- **Interpretive Reading Assessments**
 - Comprehension questions about class story, embedded readings, cultural readings, and legends
- **Interpretive Listening Assessments**
 - Listen and draw
 - Listen and act
 - Listen and identify pictures
 - Cierto/falso
- **Interpersonal Speaking Assessments**
 - With Flipgrid (tell students at beginning that they will do this) - Answer these questions in 2 minutes:
 - ¿Adónde te gustaría visitar más en el Ecuador? ¿Por qué?
 - ¿Cómo es Ecuador similar y/o diferente de donde nosotros vivimos?
 - With Flipgrid - Make predictions about what will happen in legends
 - Gesture chorus reading
- **Interpersonal Writing Assessments**
 - Write a postcard to Víctor from Kari from one of the places she visits. Say how she is feeling about her decision to leave him and travel to Ecuador.
- **Presentational Speaking or Writing Assessments**
 - Write an alternative ending to the story.
 - Create a new legend that incorporates things that you have learned in the unit
- **Comparisons**
 - With Cultural Readings and Legends
- **Communities: Un poco de reflexión...**
 - Who knew you could learn so much from just a song/video?

- Think about what you knew and were able to do before this unit and after this unit. Write some reflections about what you have learned? Also, write if you liked the song, video, and unit and why or why not.
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21st CLE:

- [Summative Assessment - Create your own legend](#)