

**Overview:** In this unit, students learn about the country of Cuba. In this context, they also learn about preparations for a birthday party, different cultural traditions, Cuban musical instruments, and activities that people engage in at parties and celebrations.

**Essential Questions:**

- How do you prepare a birthday party? (Week 1)
- What's a birthday party like? (Week 2)
- What do people do at a carnival? (Week 3)
- What's a carnival like? (Week 4)

**Enduring Understandings:**

- Cuba is an island in the Caribbean that speaks Spanish and produces many products.
- There are Cuban-American communities in the state of Florida.
- Cuba is a Spanish-speaking country that has dance and musical traditions.
- Birthday parties require planning.

**CURRICULUM STANDARDS / STUDENT OUTCOMES****Communication****1.1 Interpersonal - Students will:**

- Ask and answer questions about birthday and celebrations.
- Discuss supplies needed for a birthday celebration.
- Ask and answer questions about music and dance at a birthday party.
- Ask and answer questions about what people do at a celebration.

**1.2 Interpretive Reading and Listening - Students will:**

- Predict based on the cover, title and illustrations.
- Ask and respond to questions about text read aloud.
- Recognize the sequence of events.
- Recognize the sounds of the letters *ch* and *ll*.
- Analyze invitations.
- Identify singular and plural forms of nouns.

**1.3 Presentational Speaking and Writing - Students will:**

- Describe a birthday celebration.
- Describe a community celebration.
- Say how they and others feel at a celebrations.
- State the time of an event.
- Use singular and plural forms nouns appropriately.
- Use proper capitalization and punctuation to create sentences.

**Culture****2.1 Practices and Perspectives - Students will:**

- Examine the importance of community celebrations in Cuba.

**2.2 Products and Perspectives - Students will:**

- Name several traditional Cuban musical instruments.

**Connections**

**3.1 Cross-curricular - Students will:**

- Describe music at celebrations.

**3.2 Target Culture - Students will:**

- Examine the importance of a street festival in Cuba.

**Comparisons**

**4.1 Language - Students will:**

- Compare and contrast proper capitalization and punctuation to create sentences.
- Compare and contrast singular and plural forms of nouns.
- Compare and contrast the letter sounds of *ch* and *ll* in Spanish and in English.

**4.2 Culture - Students will:**

- Compare celebrations in Cuba with the United States.

**Communities**

**5.1 Beyond the School - Students will:**

- Participate in simulations that replicate authentic conversations about feelings, celebrations, and Cuban musical traditions.

**5.2 Lifelong Learner - Students will:**

- Experience the music of street festivals in Cuba.
- Explore where in the United States there is evidence of Cuban culture.

## FUNCTIONS • VOCABULARY • STRUCTURES

LANGUAGE FUNCTION	CONTENT VOCABULARY	LANGUAGE STRUCTURE
<p>Identify items needed for a party.</p> <p>Describe items at a party.</p>	<p>Útiles:</p> <ul style="list-style-type: none"> <li>• globo</li> <li>• gorro</li> <li>• invitación/invitaciones</li> <li>• pastel</li> <li>• piñata</li> <li>• vela</li> <li>• frijoles</li> <li>• jugo</li> <li>• amigos</li> <li>• pollo</li> </ul> <p>Palabras de Descripciones:</p> <ul style="list-style-type: none"> <li>• grande</li> <li>• bonito</li> <li>• fiesta de cumpleaños</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Con quién vas a celebrar?</li> <li>• Voy a celebrar una fiesta con (persona).</li> </ul>
<p>Express what action is needed to prepare for a party.</p> <p>Express likes/dislikes</p>	<p>Verbos:</p> <ul style="list-style-type: none"> <li>• beber</li> <li>• celebrar</li> <li>• comer</li> <li>• comprar</li> <li>• decorar</li> <li>• preparar</li> <li>• cantar</li> <li>• jugar</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Cómo vas a preparar?</li> <li>• Voy/Vamos a (verbo).</li> <li>• ¿Qué va a comprar?</li> <li>• Voy a comprar (útil).</li> <li>• ¿Qué vas a comer?</li> <li>• Voy a comer pastel/frijoles/pollo.</li> <li>• ¿Qué vas a beber?</li> <li>• Voy a beber jugo.</li> <li>• ¿Cómo te gusta celebrar?</li> <li>• Me gusta (Verbo)</li> </ul>
Express age.	<p>Verbo:</p> <ul style="list-style-type: none"> <li>• tener</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Cuántos años tienes tú?</li> <li>• Yo tengo (número)</li> </ul>

	Números: <ul style="list-style-type: none"> <li>● seis</li> <li>● siete</li> </ul>	años.
Identify the <i>ch</i> and <i>ll</i> sounds.	<i>ch</i> : <ul style="list-style-type: none"> <li>● chaqueta</li> <li>● leche</li> <li>● chico</li> <li>● ocho</li> <li>● churros</li> </ul> <i>ll</i> : <ul style="list-style-type: none"> <li>● amarillo</li> <li>● gallina</li> <li>● calle</li> <li>● gallo</li> <li>● lluvia</li> </ul>	
		●
Identify items at a carnaval	Útiles: <ul style="list-style-type: none"> <li>● máscara/máscaras</li> <li>● cabezón/cabezones</li> <li>● disfraz/disfraces</li> <li>● instrumento/instrumentos</li> </ul>	
Identify musical instruments	Instrumentos <ul style="list-style-type: none"> <li>● maracas</li> <li>● tres</li> <li>● bongos</li> <li>● congas</li> </ul>	<ul style="list-style-type: none"> <li>● ¿Qué vas a tocar?</li> <li>● Yo voy a tocar (instrumento).</li> <li>● ¿Qué instrumentos van a tocar tus amigos?</li> <li>● Mis amigos van a tocar (instrumento).</li> </ul>