

**Name: Eduardo DeLaCruz**

**Date: 10/25/09**

### **CRISS<sup>SM</sup> Unit/Lesson Plan**

Subject: World Language Spanish 1 Date: 10/25/09 Period(s): 2

Topic: Latin American Dances Pages:

Materials needed: Ipod player, projector, transparency, Ipod, Computer

#### **Content Standards**

Culture (29A), Presentational (29A), Using technology (28B), Making connections (30A), Geography (29A)

#### **Purpose Setting**

Understandings: Students will....

Students will be able to differentiate the five most common dances in Latin America. Students will be to identify the dance origin country for each dance.

Essential questions that guide and focus teaching and learning:

How many of you like to dance? How many of you consider yourself a good dancer?  
Has anyone attended a Hispanic quincenera or boda in their life?

#### **Assessment**

Performance Tasks:

Participation points for students who actually dance in class. I would use auto assessment to make sure they know the dance and country origin on a map. Filling out the L in the KWL chart will provide me with the final assessment. Go over the RAFT assignment the following day.

On the quiz and test I would provide a matching portion, true or false, and listening portion. The listening portion deals with what type of dance would be danced to that type of beat or rhythm.

Other (quizzes, tests, work samples):

#### **Instructional Strategies**

Anticipation Guide

Chapter Survey

Character Mapping

Concept Mapping

Concept of Definition

Conclusion-Support Notes

Content Frames

Contrast and Compare Guide

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K-W-L

Learning Logs

One-Sentence Summary

Pattern Puzzles

Picture Mapping

Power Notes

Problem-Solution Notes

QARs

RAFT

Read-and-Say-  
Something

Reciprocal Teaching

Selective Underlining

Semantic Feature  
Analysis

Sequence Mapping

Spool Paper

Sticky Noted Discussion

Story Plans

Think-Pair-Share

Two-Column Notes

Venn Diagram

Vocabulary Map

Word Elaboration

Writing Template

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### **CRISS<sup>SM</sup> Unit/Lesson Plan (continued)**

#### **Instructional Activities:**

- Preparing for Understanding

Have Spanish music playing while they walk in, and ask questions about dancing. Show a variety of dances on the computer form around the world on youtube. I would then tell my students that I take dance classes and what dances I have mastered.  
(INTRODUCING)

- Integrating Strategies for Understanding

1) KWL Chart – What you already know about Latin American dances. What you want to know about the differences of each dance (beginning of class). What have you learned in class today (end of the period).

2) Teach my students the Merengue dance (Modeling)

3) Power Thinking Strategy- 1 (Latin American Dances), 2 (Countries) ex. Argentina, Colombia, Puerto Rico, 3 (Dances) ex. Merengue, Bachata, Salsa, Tango.

4) RAFT – (R) = they are a type of dance in Latin America, (A) = other students in class, (F) = open, but it was mostly done in a letter or journal format, and (T) why my specific dance is better than all the rest. (ALL IS GUIDED PRACTICE AND INDEPENDENT APPLICATION)

- Checking for Understanding

The letter L in the KWL chart to see what they learned from the different Latin American dances. Go over the RAFT assignment the following day to see if they understood the information given for each dance.