

## pp. C6-C7: Mariachi

### OBJECTIVES

- Familiarize students with mariachi music, its origins, and some of its most well-known performers.
- Make students aware of the unique musical instruments and costumes associated with mariachi music.

### STANDARDS

- 2.1 Practice and perspectives
- 2.2 Products and perspectives
- 3.1 Knowledge of other disciplines
- 4.2 Compare cultures

### FOCUS AND MOTIVATE

- Direct students' attention to the pictures and elicit reactions. How would they describe the clothing of the various musicians? Have they ever heard mariachis perform live?

### TEACH

- Start by conducting the 50-minute lesson on p. C6 of your Teacher's Edition.
- For the Pacing Suggestions/Link to Unit Grammar activity on p. C7 of your Teacher's Edition, have students work in pairs. Then have them read their descriptions to another pair and answer any questions their classmates might have.
- For the Enrichment/Communication activity, have each group of students write a "review" of the performances by the other groups, using the preterite and imperfect, and share these with the class. Make sure students emphasize the positive in their "reviews."

**IEP Modification** Have students, in pairs, take turns reading the first two sentences of the text on p. C6 aloud. Have them write down the three instruments mentioned: **el violín, la trompeta, and la guitarra**. Have them find a picture of each instrument in the photos on pages C6–7. Ask them to identify each, completing the sentence: *(El/Ella) toca* .

### PRACTICE AND APPLY

- If students were offered the opportunity to earn money playing music at a restaurant, what type of music would they play? How large would their group be? What instruments would they play and what would they wear?

### OPTIONAL RESOURCES

#### Present

Atlas Map, Projectable Transparency 3

### TECHNOLOGY TOOLS

Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

**pp. C16-C17: Bolero****OBJECTIVES**

- Familiarize students with bolero and some of its most well-known composers and performers.
- Make students aware of bolero's variations across Latin America.
- Introduce students to how bolero is danced.

**STANDARDS**

2.2 Products and perspectives  
 3.1 Knowledge of other disciplines  
 4.2 Compare cultures  
 5.2 Life-long learners

**FOCUS AND MOTIVATE**

- Direct students' attention to the pictures and elicit reactions. Looking at the photos, would students say **boleros** are probably upbeat and animated? Why or why not?

**TEACH**

- Start by conducting the 50-minute lesson on p. C16 of your Teacher's Edition.
- For the Pacing Suggestions/Link to Unit Grammar activity on p. C17 of your Teacher's Edition, have students use a 5Ws chart to frame their interview questions.
- To expand on this activity, have students write both questions and answers for the interview, then act it out.

**IEP Modification** Have students, in pairs, listen to a **bolero** recording. Have them write a list of three or four adjectives describing the song. They then take turns saying whether they liked it or not, including a description, by completing the sentences: *(No) Me gusta la canción. Es una canción .*

**PRACTICE AND APPLY**

- Have students make a list of their three favorite ballads, share this information with the class, and compare results. Do they know all the words to these songs?

**OPTIONAL RESOURCES****Present**

Atlas Map, Projectable Transparencies 3–5

**TECHNOLOGY TOOLS**

<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
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**pp. C20-C21: Cumbia****OBJECTIVES**

- Familiarize students with the cumbia and some of its best-known singers and performers.
- Make students aware of the fusion of cultures that formed the cumbia.
- Present information about traditional clothing and dance associated with the cumbia.

**STANDARDS**

2.2 Products and perspectives  
 3.1 Knowledge of other disciplines  
 4.2 Compare cultures  
 5.2 Life-long learners

**FOCUS AND MOTIVATE**

- Direct students' attention to the pictures and elicit reactions. How would they describe the clothing people are wearing in the photos?

**TEACH**

- Start by conducting the 50-minute lesson on p. C20 of your Teacher's Edition.
- For the Pacing Suggestions activity on p. C21 of your Teacher's Edition, have students complete a Chain Diagram charting the history of the cumbia in Colombia and how different groups affected its development.

**IEP Modification** Have students, in pairs, recycle clothing vocabulary from Unidad 3, Lección 1 to describe the photos in this spread. Encourage them to refer to the En resumen section on p. 163 for ideas.

**PRACTICE AND APPLY**

- Ask students to describe “traditional” music, dances, and dress that older generations of their families—their parents, grandparents, aunts and uncles, or another family they know—liked. If their parents or grandparents went to a wedding, for example, what music was played and what dances did they enjoy? Do students know how to perform these dances themselves?

**OPTIONAL RESOURCES****Present**

Atlas Map, Projectable Transparencies 3–5

**TECHNOLOGY TOOLS**

<b>Teacher Tools</b>	<b>Student Tools</b>
Interactive Whiteboard Activities	@Home Tutor
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## pp. C22-C23: Hip-Hop Latino

### OBJECTIVES

- Familiarize students with hip-hop Latino and some of its best-known singers and performers.
- Encourage students to make comparisons between American hip-hop and hip-hop Latino.
- Make students aware of the fusion of cultures and musical styles associated with hip-hop Latino.

<b>STANDARDS</b>	
2.2 Products and perspectives	4.2 Compare cultures
3.1 Knowledge of other disciplines	5.2 Life-long learners

### FOCUS AND MOTIVATE

- Direct students’ attention to the pictures and elicit reactions. How do these performers look similar to or different from American hip-hop artists?

### TEACH

- Start by conducting the 50-minute lesson on p. C22 of your Teacher’s Edition.
- For the Enrichment/Role-play activity on p. C22 of your Teacher’s Edition, tell students they can use an existing song in Spanish, but that they must sing it accurately. Ask other students to guess the name of the song and its original performers.
- As an expansion and recycling activity, have students, create a presentation following the rubric provided on their [favorite Spanish love song](#).

**IEP Modification** Check comprehension by having students complete sentences about the text, such as: *Tres aspectos del hip-hop son el, el y la \_.* *Muchos raperos hispanos llevan ropa y marcas de zapatos..*

### PRACTICE AND APPLY

- Some people call hip-hop a “culture,” as opposed to a style of music, dance, and dress. Do students agree or disagree with this statement? Why?

<b>OPTIONAL RESOURCES</b>	
<b>Present</b>	
Atlas Map, Projectable Transparencias 1–5, rubric on favorite Spanish love song presentation.	

<b>TECHNOLOGY TOOLS</b>	
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Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources