2023 L&C 7 Unit 1: Mexico

Content Area: **World Language**
Course(s):
Time Period: **September**
Length: **10 Days**
Status: **Published**

Unit Overview:

In this unit, through the use of the Spanish Language, students will learn about the geography, culture, language and traditions of Mexico. Emphasis will be placed on using the target language to discuss the topics and developed a foundational use of the language. Students will have the opportunity to look at the Aztec and Mayan pyramids that are still standing today. Students will also read various Mexican legends such as La Llorona and the tale of creation derived from the Aztecs and Mayans.

Interpretive:

- Students will be able to describe traditions and lore.

- Students will be able to express their opinions about local foods, climate, music, etc.

Interpersonal:

- Students will be able to talk about locations they would like to visit and things they would like to do in the country.

- Students will able to use the target language to discuss travel and provide preferences.

Presentational:

- Students can present information about the local foods, climate, music, etc. of the country.

- Students can engage in role-playing activities in target language.

Essential Questions:

- Why learn Spanish?
- Why study Spanish culture?

Enduring Understandings:

Learning Spanish language and culture leads to a greater understanding of one's own and other languages and cultures and why people think and act in different ways.

Mexican culture is a fusion of old world and new world languages and culture.

Standards/Indicators/Student Learning Objectives (SLOs):

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

Lesson Titles:

Career Readiness, Life Literacies, & Key Skills:

Global Perspectives

Information Literacy

Media Literacy

Life and Career Skills

Communication and Collaboration

TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL	Technology Literacy
TECH.9.4.8.GCA	Global and Cultural Awareness

Inter-Disciplinary Connections:

English: reading and writing in the target language.

Social Studies: Geography and Culture

LA.RI.7	Reading Informational Text
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
	Integration of Knowledge and Ideas
	Range of Reading and Level of Text Complexity
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	The physical and human characteristics of places and regions are connected to human identities and cultures.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Discussion of Marginalized People and Current Events, Immigration, Poverty, and Bias

Materials Used: Articles and Videos

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Artist including: Frida Kahlo

Materials Used: Various handouts and presentations via Google Classroom.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Cultural infusion of Mexicans and Asian (Americans) when grouped together in city centers.

- Economic
- Political
- Social

Summative Assessment:

- Unit test that includes listening, reading, writing and speaking sections.

- Listening comprehension assessment

- Interpersonal speaking assessment

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark

- Unit test that includes listening, reading, writing and speaking sections.

- Target Language Integrated Performance Assessments

Alternative Assessments

- Performance tasks

- Project-based assignments

- Problem-based assignments

- Presentations

- Reflective pieces

- Concept maps

- Case-based scenarios

- Portfolios

Resources & Materials:

Mexico-Overview

- Geography

  - Landmarks

  - Cancun, Mexico City, Oaxaca travel guide,

- Famous Cultural Icons & Locations

  - [Virgen of guadalupe](#),

  - [Cenotes](#),

  - [Miguel Hidalgo](#)

  - [Selena](#) (mexican-american), [Texas State History](#)

  - [Frida Kahlo](#)

  - [Diego Rivera](#)

  - [Teotihuacan](#)

  - [Tulum](#)

  - [Unesco Xochimilco](#)

- Literature & Legends

  - [Many legends, llorona, creation, el popo…](#)

- Food

  - [Mole](#) and [recipe](#), [Historia de tamales](#),[Mexican baked goods](#)

  - [Salsas and molcajete](#)

  - [Guacamole](#)

- Customs, Music, & Homelife

  - Music: [Mariachi,](#) [Unesco](#)

  - [banda, son, corrido,](#)

[Jarabe tapatio](#)(Mexican hat dance/Skirts dance

[Nahuatl Word Used Today in English and Spanish](#)

[LGBTQ Icon: Nancy Cárdenas](#)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Use available sources to identify information about people (e.g. physical characteristics, personality qualities, and age). (Blooms: Remembering, Understanding, Applying)

- Ask and respond to questions about physical characteristics and personality qualities. (Blooms: Remembering, Understanding, Applying)
- Use appropriate greetings in a variety of scenarios. (Blooms: Remembering, Understanding)
- Use appropriate intonation for asking questions. (Blooms: Remembering, Understanding, Applying)
- Describe self and others, including family members. (Blooms: Remembering, Understanding, Applying)
- Retell grade level-appropriate text orally and/or written including physical characteristics and personality qualities by creating a presentation. (Blooms: Remembering, Understanding, Applying)
- Use available sources to identify pastime activities and preferences related to these activities. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions related to pastime activities. (Blooms: Remembering, Understanding, Applying)
- List culturally specific and personal pastime activities. (Blooms: Remembering, Understanding, Applying)
- Retell grade level-appropriate text orally and/or written including preferences related to pastime activities by creating a presentation. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

Formative Assessment:

Warm up:

- Quizlet vocabulary

- Video clip

- Individual practice

- Worksheet

- Guided practice

- Review prior day's lesson

- Music

Anticipatory Set:

- Practicing learned vocabulary in different scenario-based exercises

- Simple written and oral dialogues

- Interactive questioning

- Student interviews

- Role-playing activities

- EdPuzzle

- Cloze activity

- Short videos and responses

- Oral questioning and answering in the target language

- Listening comprehension activity

- Guided speaking activity

- Flipgrid

- Jamboard conversations

- TPR (total physical response) activities

- Short readings and responses

- Extended responses to videos and listening comprehension

Closing:

- Exit ticket

- Review day's lesson

- Guided review

- Exit Ticket

- Google Form

- Review of Day's Lesson

- Vocabulary charades

- Kahoot

- Quizlet Live

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)

- Continue practicing vocabulary

- Provide study guides prior to tests

- Read directions to the student

- Read test passages aloud (for comprehension assessment)

- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments

- Enrichment projects

- Extension activities

- Higher-level cooperative learning activities

- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities

- Provide texts at a higher reading level

- Tiered assignments

- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments

- Adjusted assignment timelines

- Agenda book and checklists

- Answers to be dictated

- Assistance in maintaining uncluttered space

- Books on tape

- Concrete examples

- Extra visual and verbal cues and prompts

- Follow a routine/schedule

- Graphic organizers

- Have students restate information

- No penalty for spelling errors or sloppy handwriting

- Peer or scribe note-taking

- Personalized examples

- Preferential seating

- Provision of notes or outlines

- Reduction of distractions

- Review of directions

- Review sessions

- Space for movement or breaks

- Support auditory presentations with visuals

- Teach time management skills

- Use of a study carrel

- Use of mnemonics

- Varied reinforcement procedures

- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes

- Assign fewer problems at one time (e.g., assign only odds or evens)

- Differentiated center-based small group instruction

- Extra time on assessments

- Highlight key directions

- If a manipulative is used during instruction, allow its use on a test

- Opportunities for cooperative partner work

- Provide reteach pages if necessary

- Provide several ways to solve a problem if possible

- Provide visual aids and anchor charts

- Test in alternative site

- Tiered lessons and assignments

- Use of a graphic organizer

- Use of concrete materials and objects (manipulatives)

- Use of word processor

Technology Materials and Standards

TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other

cultures.

TECH.8.1.P.A.CS1	Understand and use technology systems.
TECH.8.1.P.A.CS2	Select and use applications effectively and productively.
TECH.8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.

Computer Science and Design Thinking Standards