

# Unit 8: Culture (Cinco de Mayo)

Content Area: **Unified Arts**  
Course(s): **World Language 2**  
Time Period: **April**  
Length: **1**  
Status: **Published**

## Unit Summary

In this unit students will be introduced to the Mexican holiday Cinco de Mayo and how it is celebrated. Comparing and contrasting celebrations from different countries will give them a better appreciation for the diversity of cultures and learn to value them. They will also be able to look at their own celebrations in a new light.

## Standards

LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on

	familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

## Student Learning Objectives

Students will learn...

- the story of Cinco de Mayo
- identify that it is not Independence Day for Mexico
- about culture of Mexico

## Essential Questions

- What are the similarities and differences that exist between target language culture and their own?
- How can I express my knowledge, skills and strategies learned about the similarities and differences among cultures?

## Enduring Understandings

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Students will be able to independently use their learning to...

- understand the concept of culture through comparisons of the target language culture and own.
- understand the relationship between the culture and their traditions.

## Application

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Students will be able to independently use their learning to...

- understand the similarities and differences between cultures and traditions.
- identify different cultures and holiday celebrated.
- identify and describe objects and activities used during the Cinco de Mayo celebration.
- identify the date Cinco de Mayo is celebrated.
- identify common words or phrases in Spanish used during the celebration of Cinco de Mayo.
- converse with peers in Spanish.

## Skills

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Students will be skilled at...

- understanding different cultures.
- communicating with peers and teachers in Spanish.
- appreciating traditions