Unit 2: Hispanic Heritage Month; Holidays in December

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Unit 2: Hispanic Heritage Month; Holidays in December

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten World Language

Unit 2: Hispanic Heritage Month; Holidays in December

Belleville Board of Education

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Unit Overview

Kindergarten students in the Belleville Public Schools live in a community of multiple cultures and languages. To encouraging students to explore their community, this unit present different dialects in the Spanish language and still Spanish and American pride. It will entail culture, geography, foods and much more. The theme of this unit is Hispanic Heritage Month and December Holidays.

- Students will learn about tolerance and appreciation for diversity.
- Students will learn about Hispanic traditions and heritage.
- Students will recognize holidays in December.

Enduring Understandings

- Students will be able to understand that Spanish is spoken in many countries.
- Students will understand that in different Spanish-speaking countries, Spanish speakers use different words for the same word.
- Students will understand the different holidays that take place in December.

Essential Questions

- What does it mean to be Hispanic American?
- How do Hispanic American citizens contribute to American economy and culture?
- How are some traditions celebrated in your family?

Exit Skills

By the end of Unit 2, students will be able to:

- Recognize and identify the names of Spanish-speaking countries and their flags.
- Recite vocabulary words pertaining to holidays in December.
- Ask and answer to the questions such as "¿Qué es esto?" ("What is this?").
- Identify some Hispanic music, such as "Que bonita bandera" and "Feliz Navidad".

New Jersey Student Learning Standards (NJSLS)

WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
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.L.1.a	Respond to learned questions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

Interdisciplinary Connections

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.2.1	Determine locations of places and interpret information available on maps and globes.

Learning Objectives

After completing this unit, students will be able to:

- Describe what it means to be Hispanic American.
- Recall some food, clothing, song and words that come from Latin America and Spain.
- Identify Spanish speaking countries.
- Explain how Christmas is celebrated in various Spanish speaking countries.
- Create Hispanic flags.

Suggested Activities & Best Practices

- Students recite names of Spanish speaking countries while seeing the flags.
- Teachers models flash cards containing a Spanish speaking country's name.
- Reviewing student's knowledge of Hispanic Heritage and December holidays.
- Students will create a drawing of Hispanic flags.

Assessment Evidence - Checking for Understanding (CFU)

- Choral practice done at every class to ensure good pronunciation of vocabulary.
- Have students stand up and share their drawing with the class.

- Admit Tickets
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Learning Center Activities
- Question Stems
- Quizzes
- Red Light, Green Light
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist

- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Teacher-made worksheets, such as vocabulary list, homework,etc.

Ancillary Resources

Posters, flash cards, picture cards and printouts on Hispanic Heritage and holidays taken place in December.

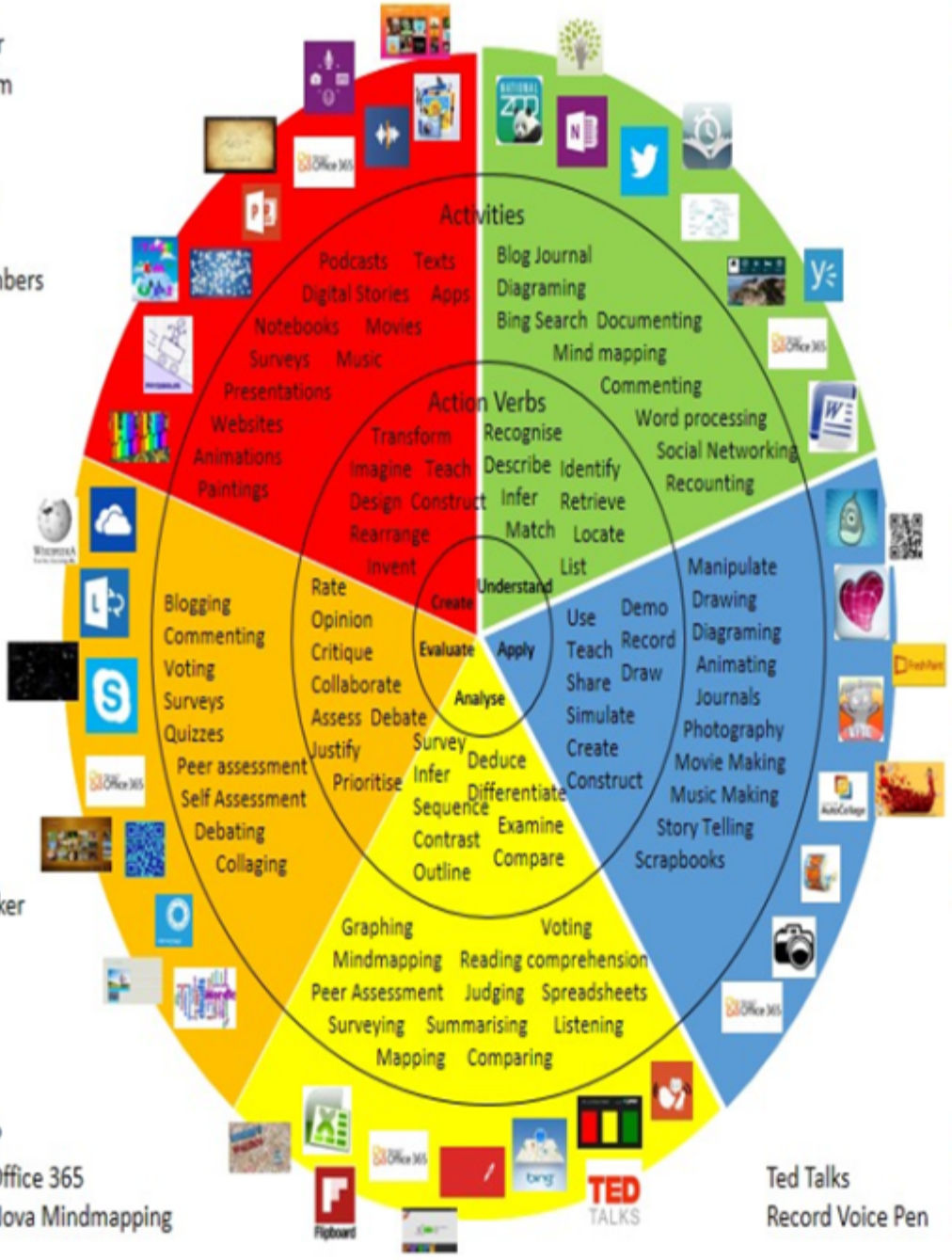
Technology Infusion

Smart Board, computer, internet to access websites with relevant Spanish information.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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.CRP6	Demonstrate creativity and innovation.
TECH.8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
TECH.8.1.P.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.P.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

Differentiation

- At the beginning of each class, the goal of day will be read out to ensure that all students are aware and striving to complete the goal.
- Students are required to recite vocabulary for practice.
- Students are encouraged to sing along songs for vocabulary practice.

Differentiations:

- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Independent research and projects
- Interest groups
- Multiple intelligence options
- Multiple texts
- Project-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Think-Pair-Share
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Visual examples of tools being used at the beginning of each class.
- Picture chart with project order put on the board to help students review what their responsabilities are for the project.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments

- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

English Language Learning (ELL)

- Pictures are utilized for vocabulary representation.
- Using thumbs up/down and other visual cues to check for student understanding.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Individual assistance is offered to those who deem it necessary.
- Students will work on their handout in pairs.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Students with a Spanish background can help with pronunciation.
- Students with a Spanish background can act as group leaders.
- Students with a Spanish background can demonstrate a traditional dance or explain how they celebrate holydays.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson