Unit 2: Hispanic Heritage Month

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade World Language

Unit 2: Hispanic Heritage Month

Belleville Board of Education

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Unit Overview

This unit focuses on Hispanic Heritage Month, which is meant to celebrate the customs, legacies and achievement of Hispanic-United States citizens.

New Jersey Student Learning Standards (NJSLS)

Exit Skills

By the end of Unit 2, students will demonstrate abilities to:

- Name Spanish countries.
- Recognize the contribution of César Chávez.
- Identify some food, music and Hispanic dance.
- Define Hispanic Heritage month via PowerPoint or video.

Enduring Understandings

- Spanish-speaking countries and their citizens have had a cultural and linguistic impact on the United States.
- Learn similarities and differences between Spanish-speaking counties and the Unites States.

Essential Questions

- What is the significance of Hispanic Heritage Month?
- Who is César Chávez, and how has he contributed to our society?
- How do Spanish-speaking countries influence the United States?

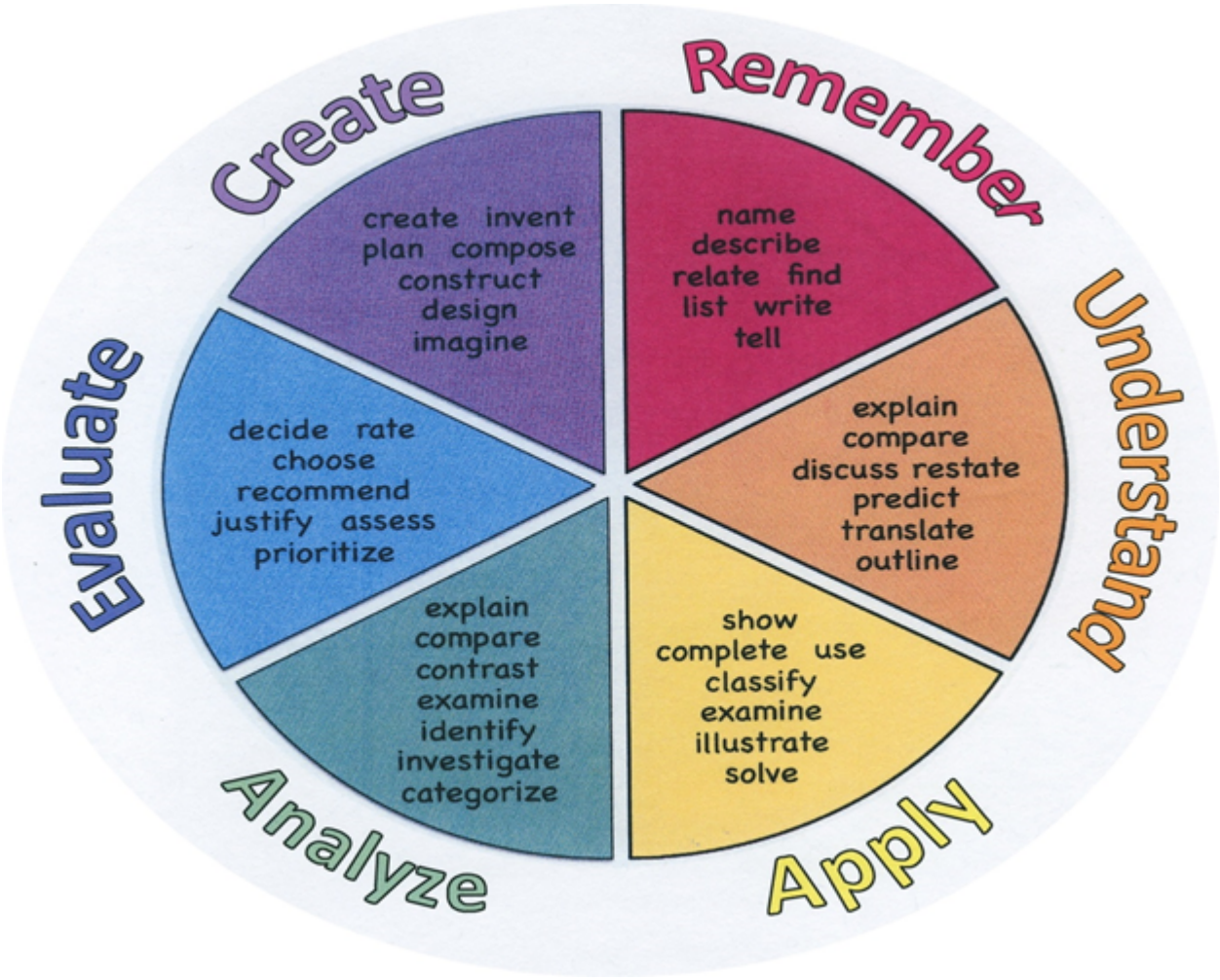
Learning Objectives

After completing Unit 2, students will be able to:

- Describe the contributions of the -American César Chávez.
- Explain the significance of Hispanic Heritage Month.
- Create a picture of common English phrases translated into Spanish.
- Complete a true or false worksheet about Hispanic history.
- Name countries that speak Spanish on the world map.

Remember	Understand	Apply	Analyze	Evaluate	Create
	Classify	Choose			
	Defend	Dramatize			
	Demonstrate	Explain			
	Distinguish	Generalize			Combine
Choose	Explain	Judge	Categorize		Compose
Describe	Express	Organize	Classify		Construct
Define	Extend	Paint	Compare	Appraise	Design
Label	Give Examples	Prepare	Differentiate	Judge	Develop
List	Illustrate	Produce	Distinguish	Criticize	Formulate
Locate	Indicate	Select	Identify	Defend	Hypothesize
Match	Interrelate	Show	Infer	Compare	Invent
Memorize	Interpret	Sketch	Point out	Assess	Make
Name	Infer	Solve	Select	Conclude	Originate
Omit	Match	Use	Subdivide	Contrast	Organize
Recite	Paraphrase	Add	Survey	Critique	Plan
Select	Represent	Calculate	Arrange	Determine	Produce
State	Restate	Change	Breakdown	Grade	Role Play
Count	Rewrite	Classify	Combine	Justify	Drive
Draw	Select	Complete	Detect	Measure	Devise
Outline	Show	Compute	Diagram	Rank	Generate
Point	Summarize	Discover	Discriminate	Rate	Integrate
Quote	Tell	Divide	Illustrate	Support	Prescribe
Recall	Translate	Examine	Outline	Test	Propose
Recognize	Associate	Graph	Point out		Reconstruct
Repeat	Compute	Interpolate	Separate		Revise
Reproduce	Convert	Manipulate			Rewrite
	Discuss	Modify			Transform
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				

Predict



Interdisciplinary Connections

LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.4.B	Read grade level text for purpose and understanding.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
SOC.K-4.1.1	Chronological Thinking
TECH.8.1.P	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.

Suggested Activities & Best Practices

- Teacher will discuss who César Chávez was and his contributions to American society.
- Classroom discussion on Hispanic heritage.
- Students will recite new vocabulary.

Assessment Evidence - Checking for Understanding (CFU)

- Homework: list expression and vocabulary words on Hispanic heritage.
- Quiz: complete a true or false handout.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys

- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Teacher-made worksheets and materials.

Ancillary Resources

- Posters.
- Flash cards.
- Maps.

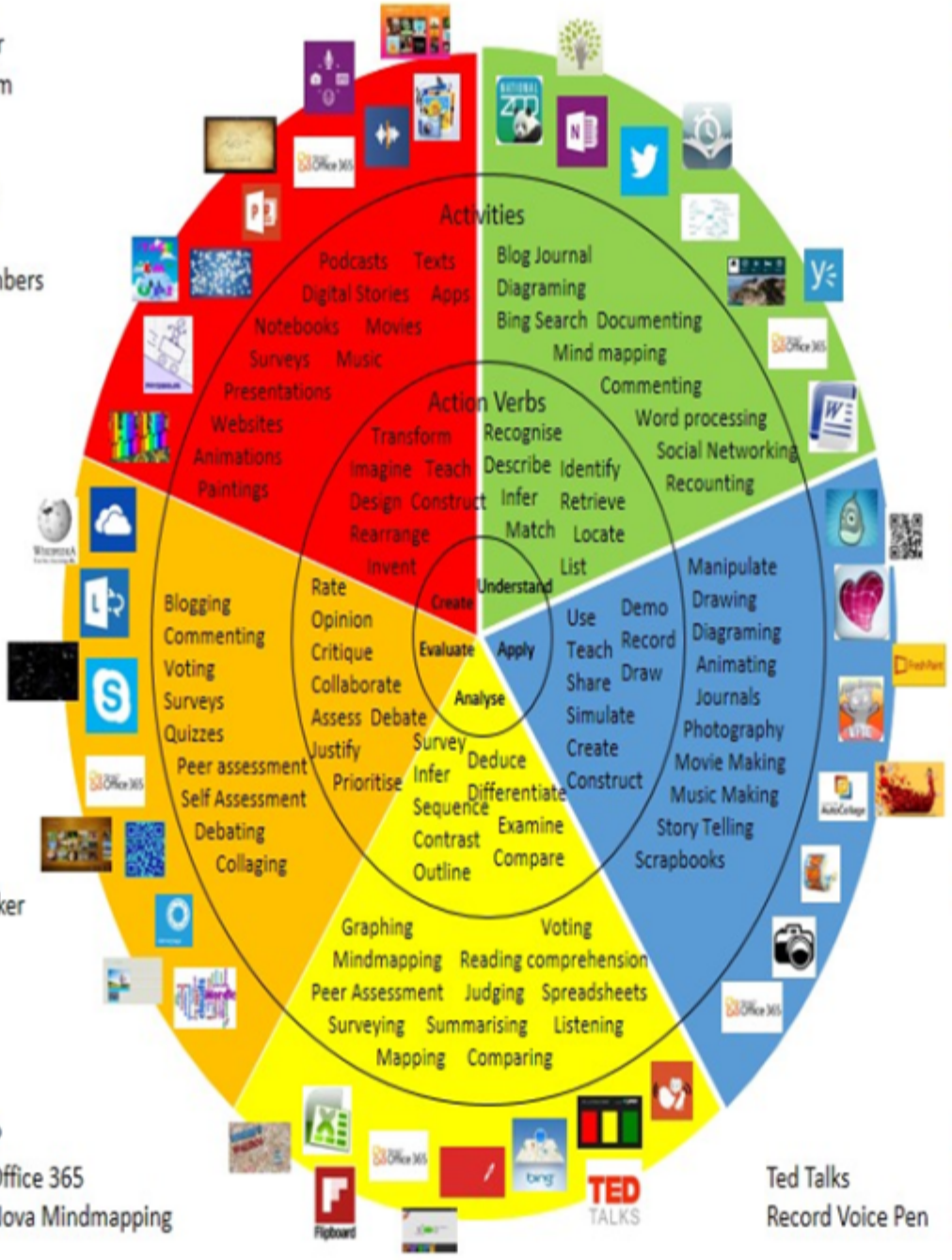
Technology Infusion

Smart Board, Chrome book, internet to access websites with relevant Hispanic Heritage Month 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;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Teacher will ask simple questions throughout the lesson related to the material they learned.
- Repeat directions and small group assignments.

Differentiations:

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

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations

- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

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

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

- Follow all modifications detailed in IEP.
- Frequently check for understanding.

- 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
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Students with a Spanish background can assist in vocabulary practice.

- 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

- Using true or false, matching, or fill in the blank activities.
- Students match Hispanic heritage vocabulary with its picture.
- Students fill in Hispanic Heritage vocabulary word in sentences.

- 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)

- Student will present a Hispanic Heritage project in Spanish.
- Students with a Spanish background can help with pronunciation.
- Students with a Spanish background can demonstrate a traditional dance or explain how they celebrate.

- 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