

Unit 02: Una Familia Mexicana

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Una Familia Mexicana
Suggested Duration:	12 Weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

- **World History:** Students learn about other societies and civilizations
- **Social Studies:** Discuss meaning of family in different cultures

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

- Students will be provided with multiple media for information presentation. The use of the computers, projector, iPads and internet will take place throughout the unit.

- Projects and research to be done via the internet and presented with technology

Standard(s) Addressed

New Jersey Student Learning Standards – World Languages

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Synthesize sights and sounds of Mexico through a brief introduction • Describe what a family is in Mexico by using the vocabulary with the cultural aspects • Produce simple sentences stating family members' names and ages • Explain the geography of Mexico • Summarize the traditional Mexican family and their people • Summarize the tradition of the quinceañera and describe its origin • Utilize family vocabulary and adjectives in Spanish when describing your family • Explain the culture of the Maya, Aztecs and Olmecs • Explain and locate the cities of Mexico and its resorts • Explain topics of Mexico City, Frida Kahlo and Diego Rivera 	
Mastery	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How does traveling to another country differ from traveling within the United States? • What are the similarities and differences between vacationing in

- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Mexico and the United States?

- How do the traditions and customs from Mexico compare with those of the United States?
- How has the history of Mexico influenced its present?

Acquisition

Students will know . . .

- Vocabulary
 - Madre/Mama
 - Padre/Papa
 - Hermano
 - Hermana
 - Tio
 - Tia
 - Prima
 - Primo
 - Sobrino
 - Sobrina
 - Abuela
 - Abuelo
 - Madrastra
 - Padrastro
 - Hermanastro

Students will be skilled at . . .

- Using family vocabulary in Spanish to describe their families - their names, ages, personalities, and physical descriptions.
- Understand the basic use of possessive adjectives in Spanish
- Describing the history of Mexico before the Spaniards arrived
- Stating some accomplishments, inventions and characteristics of the indigenous people found in the new world

- Gato
- Perro
- Quinceanera
- Adjectives of personality and physical descriptions
- The verb ser
- Possessive adjectives
- Geography and Culture of Mexico related to the following:
 - Location
 - Flag
 - Capital
 - Typical cuisine
 - Holidays/Events
 - Currency
 - La ropa
 - Indigenous tribes
 - The Olmecs
 - The Maya
 - The Aztecs
 - Their ruins/temples/accomplishments/inventions

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices (Linked weekly below)

- [La comida](#)
- [La familia](#)
- [La ropa](#)
- [La Llorona](#)
- [La Llorona 2](#)

Practices:

- Internet Activities (Interpretive Mode, Interpersonal Mode and Presentational Mode)
- Checking for Understanding (Interpersonal Mode)
- Interpretive readings (Interpretative Mode)
- Applying vocabulary through writing (Presentational Mode)
- Listening Activities (Interpretive Mode)
- Picture Prompt Activities (Presentational Mode)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1

- Identify cultural differences of how Halloween is celebrated by watching a video and engaging in a conversation/ comprehension questions
- KWL chart on Dia de los muertos
- [Dia de los muertos video](#) w/ questions
- [Short animation film](#) about dia de los muertos*[informative video](#)
- Students will create their own calavera and share with the class

Week 2

- SW state important facts about Mexico by watching a video and slides presentation and also label geographical parts on a map
- [Intro to Mexico video](#)

- [slides presentation-guided notes](#)
- Label geographical parts of the map of Mexico
- [Edpuzzle on Mexico City](#)
- SW recall historical facts about the Mexican flag by reading a passage and create my own symbol and flag
- [La bandera Mexicana video](#)- understand the meaning of the symbol and colors and its history- el aguila
- Create your own flag including a symbol to represent you
- SW identify ancient Mayan cities by reading passages in a group and responding to comprehension questions
- [Mayan reading with questions](#)- small groups
- Extra time- [mayan video showing ancient cities](#)
- [Sopa de palabras](#)

Week 3

- SW identify important information about the Aztecs by watching a video and slides presentation
- [Intro to Aztecs video](#)
- [important information](#)
- [Slides presentation](#) about the Aztecs
- SW identify specific Aztec gods by reading a passage in groups and create my own god
- Passage 'The Ancient Gods'-[video](#)
- Answer the clues based on the gods in a crossword puzzle
- Based on what you know about the ancient gods,[create your own god](#) using images to represent you and/or your beliefs.
- SW recall what the Aztecs ate by reading a passage and answering questions
- History of chocolate. [TED Talks video](#)
- [Review comprehension questions](#) as a whole class
- SW compare the Mayans and Aztecs by watching an Edpuzzle video
- [Edpuzzle video on the Aztecs](#)

Week 4

- SW compare the civilizations of the Mayans and Aztecs by completing a webquest activity
- Through use of the internet, search the [topics in the chart](#) to compare the Mayan and Aztec

civilizations

- SW understand the importance of Revolution Day in Mexico by reading an authentic article
- Revolution Day in Mexico [short video](#)
- Read together [Revolution Day article](#)
- Answer [questions](#) based on the article in groups
- SW apply Aztec writing by observing symbols and create my own story
- Look at the symbols that the Aztecs used for language
- SW create their own story using the Aztec symbols
- Share your story with your partner and see if they can decode your writing!

Week 5

- SW describe the Mexican tale 'La Llorona' by reading the story and identifying key elements
- Introduction to the story '[La Llorona](#)' teacher led conversation.
- Comprehension questions
- SW recall main events of the Mexican tale 'La Llorona' and interpret important elements by creating and answering questions.
- Students will search the meaning from the story the following words: la belleza, el caballo, los trucos, un camino, el corazón, los brazos, los rumores.
- [slides presentation](#)
- SW recall vocabulary from the story through images from the tale 'La Llorona'
- [Quizlet](#)
- Check answers through [vocabulary slides presentation](#)
- Students will create their own ending to the story 'La Llorona' Brainstorm ideas. Must be different from the story
- Students will [answer the questions using new vocabulary](#) from the story

Week 6

- SW apply vocabulary from the story by completing various activities.
- Students will [complete activities and practice](#) using the vocabulary from 'La Llorona'
- [memory](#)
- Students will sit in pairs and play against each other using the memory cards with vocabulary words

and images

- SW apply previous knowledge of La Llorona and evaluate another version through a reading, listening and presentational assessment
- Teacher will explain the directions for the [Benchmark 1 Assessment](#) and distribute to the class
- Students will take first complete the [listening portion](#) of the assessment
- Teacher will monitor and assist students when needed
- SW build upon their knowledge of the Mexican legend 'La Llorona' by watching a video.
- Students will identify key parts of the legend ['La Llorona' by watching a video](#) and answering the questions in the packet.

Week 7

- SW recall important parts of the story La Llorona along with vocabulary through a review game
- SW demonstrate my knowledge of the Mexican tale La Llorona completing an evaluation through the applications of listening, writing, and interpreting statements memory game, quizlet
- SW identify traditions and customs about Christmas in Mexico through a reading and by answering questions
- [answer the questions](#)
- Teacher and students will discuss traditions and compare them to some of the traditions we see in the U.S.A
- Identify Frida Kahlo and her early life through a reading and by answering questions
- Students will work to answer the [questions based on the early life of Frida](#) using the reading
- Students will identify new Spanish vocabulary words in the reading
- SW identify Frida Kahlo and the accident she had along with Diego Rivera's importance through a reading and by answering questions
- Students will work to [answer the questions based on of Frida](#) using the reading
- [Video on Frida and Diego](#)

Week 8

- SW analyze and describe traditions and vocabulary of Christmas in Spanish-speaking countries through a webquest
- webquest ['Una celebracion navidena'](#)
- SW apply their own traditions and customs of the holidays by comparing it to Mexican traditions by

completing a graphic organizer

- Teacher model of graphic organizer using Christmas vocabulary in Spanish
- Students will categorize their traditions in a graphic organizer using vocabulary in Spanish
- SW identify New Year's vocabulary in Spanish and compare the traditions and customs in Mexico to my own by watching a video and filling out a graphic organizer
- [Video-New Years in Mexico](#)
- Teacher and students will discuss the video and discuss Mexican cultures and traditions for the new year.
- TW review key vocabulary and sayings in Spanish that were mentioned in the video
- SW share what they do and compare it to Mexican culture
- TW give directions for the graphic organizer of 2019 New Year's resolutions
- SW fill in their resolutions and traditions they do incorporating new vocabulary from the video
- SW identify Mexican traditions and Spanish customs about Christmas and compare it to my own by watching a video
- Video- *Noche Buena- Mexican Christmas*

Week 9

- SW identify new vocabulary associated with the family in Spanish by watching a slides presentation
- Teacher led discussion about la familia in Spanish
- Students will [take notes](#) following the [slides presentation](#)
- SW apply la familia vocabulary by correctly labeling and creating a family tree
- SW identify new vocabulary associated with the la casa in Spanish by watching a video
- Students will watch a video on partes de la casa in Spanish
- Students will work together to identify vocabulary associated with la casa

Week 10

- SW apply possessive adjectives and the verb 'ser' by stating relationships in Spanish
- Teacher led discussion about possessive adjectives specifically 'mi/mis' in Spanish along with the verb ser (es/son) to state examples of relationships in la familia.(Review from last Thursday) Ex- Ella es mi madre./ Ellos son mis primos

- Students and teacher will create a list together to build on adjectives related to family members
- Teacher will [introduce family project evaluation-teacher model slides](#)
- SW create a slides or ppt presentation by using what I previously learned about la familia in Spanish
*assessment
- SW identify relationships in Spanish by describing a family tree through review activities
- [Assessment on family vocabulary](#)

Week 11

- SW recall traditional Mexican clothing by reading an article and through a slides presentation
- Teacher will present Mexican clothing through a [slides presentation](#)
- After the presentation, students will [read the article](#) as a whole class
- Students will answer the questions individually based on traditional Mexican clothing
- [Quizlet on clothing](#)
- compare and contrast Mexican tacos to American tacos by reading an article and answering questions.
- Students will begin reading article [‘Talkin’ Tacos’](#) individually
- SW identify vocabulary associated to food by viewing a slides presentation and answer questions
- Teacher will introduce new food vocabulary in Spanish through [a slides presentation.](#)
- Students will follow the presentation and fill in the new vocabulary for [notes](#)
- Students will work in pairs to complete the [questions](#) using the new vocabulary
- What is [crema mexicana](#)?
- SW will apply food vocabulary by creating their own taco
- Complete [Edpuzzle: Mexican food](#) and traditions-Google Classroom
- Teacher will model on the board [‘Create your own taco’](#)
- [food vocabulary](#)

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Teacher-created activities for unit vocabulary practice
 - Crossword puzzle
 - Word search
 - Vocabulary list organizer
 - Video comprehension questions
 - Readings and comprehension questions
 - Vocabulary recognition and production questions
 - Communicative Activities with missing information for soliciting
 - Family trees for question prompts
- Maps, Props and Realia from the internet
- Movie-Video Visits: Mexico City, Guadalajara, Cuernavaca and Oaxaca (2002)
- www.mexicocity.com
- www.gomexico.about.com
- www.unitedstreaming.com
- http://www.youtube.com/watch?v=_tI6hZvFJIM
- http://www.youtube.com/watch?v=94Itpne_1Ww

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ, and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	