| ***Kindergarten - Fourth Grade***  ***Unit: Día de los Muertos***  ***Week of November 1st*** | | | | | |
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| **Targeted Standards**:  7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.  7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.  7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).  7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts.  7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.  7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.  7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.  7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.  7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.  7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.  7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.  7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.  7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.  7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | | | | | |
| **Rationale and Transfer Goals** :  Día de los Muertos is the Day of the Dead, a holiday celebrated in Mexico and other areas of Latin America on November first and second. It celebrates life and honors death with vibrant decorations, family gatherings, and community activities. Families build altars, clean tombstones and bring offerings for lost loved ones. The purpose of this unit is to teach students about the holiday including how and why it is celebrated. | | | | | |
| **Enduring Understandings:**  Students will understand that death can be discussed openly and does not need to be feared.  Students will understand that cultural traditions involved in celebrating Día de los Muertos help people to become comfortable with death. | | | | | |
| **Essential Questions**:  What does the holiday represent?  How is the holiday celebrated?  What are some similarities and differences between Day of the Dead and Halloween?  How do we treat the idea of death in the United States compared to Mexico and other countries that celebrate Día de los Muertos?  What celebrations and traditions do people have? How do people prepare for celebrations? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| The history of Día de los Muertos  The hispanic countries that celebrate Día de los Muertos  The differences between halloween and Day of the Dead | Recognize the historical and cultural significance of Día de los Muertos  Discuss culturally relevant topics and show respect to others’ beliefs  Compare and contrast how the holiday of Halloween (in the United States) and Día de los Muertos (in Mexico) are celebrated  Compare and contrast the Mexican holiday Día de Los Muertos with the way people remember their loved ones in the U.S.  Identify the elements of an altar and ofrendas  Understand the role of papel picados in the Days of the Dead celebration | | Research the traditions, music, and history of Halloween and El Día de los Muertos  Teacher generated materials related to content  Find youtube clips/DVD’s on El Día de los Muertos  Papel picado to show students  Authentic Altar for display  Authentic Pictures of the altars and ofrendas to share with students  Read elementary books about Día de los Muertos to students  Describe geographic and cultural aspects of Mexico.  **K-2nd grade Activities:**  Read children's books about Day of the Dead  Give coloring activities  Compare and contrast halloween with the Mexican holiday  Show students where Mexico is located and what the flag of Mexico looks like  Show pictures of the altars and ofrendas  Find youtube clips/DVD’s on El Día de los Muertos  Students canmake their own calavera mask  Discuss the role of papel picado in the celebration of day of the dead    **3rd & 4th grade:**  Read children's books about Day of the Dead  Give coloring activities  Compare and contrast halloween with the mexican holiday  Show students where Mexico is located and what the flag of Mexico looks like  Show pictures of the altars and ofrendas  Find youtube clips/DVD’s on El Día de los Muertos  Students canmake their own calavera mask or skeleton  Discuss the role of papel picado in the celebration of Day of the Dead  *For 3rd & 4th grade, you can give students articles about Day of the Dead.*  *Class Discussion questions for introduction to Dia de los Muertos through open ended think pair share questions.*  What comes to mind when you hear the word death?  How does your family deal with death? For example, do you discuss it, do you have certain beliefs etc.  Have you ever experienced someone close to you die? (animal or person)  If so, do you do anything special to remember this person or animal? | | Class participation  Teacher observation  Completion of activity worksheets |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Holidays  Geography  Culture  Famous Hispanics | | Numbers  Colors  Months/Days of week  Contributions to Society | | Videos  Projects  Literacy (Writing) | |
| **Career Readiness, Life Literacies, and Key Skills**  9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  9.4.2.CT.2: Identify possible approaches and resources to execute a plan.  9.4.2.CT.3: Use a variety of types of thinking to solve problems. | | | | | |
| **Key resources:**  Teacher made materials (flash cards, visuals, powerpoint presentations)  CD”s /DVD’s about Day of the Dead  Practice worksheets about Day of the Dead  Classroom based activities using technology tools (flip camera, smartboard etc…)  <http://holidays.mrdonn.org/dayofthedead.html>  <http://archive.azcentral.com/ent/dead/teachers/teacherpacket_edited.pdf>  Authentic Pictures about the holiday  Research books and information about the holiday  Research youtube clips or movies about the holiday -Videos para la comprensión - Introducción  <http://www.youtube.com/watch?v=jCQnUuq-TEE&feature=player_detailpage>  Inglés: <http://www.youtube.com/watch?v=jsbr_Tkn08w>  Español: <http://www.youtube.com/watch?v=kimX-rwPmyk>  <http://www.youtube.com/watch?v=33Gcl5mX7r4>  Canción: OFRENDA  <http://www.youtube.com/watch?v=OdIPjy0TJGc&feature=player_embedded>  Fact Sheet (copias)  <http://latino.si.edu/dayofthedead/Dia_de_los_Muertos_FACT_SHEET.pdf>  Mix and Match (copias)  <http://www.azcentral.com/ent/dead/teachers/teacherpacket_edited.pdf> | | | | | |
| **Interdisciplinary Connections:**  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text  RL.1.1. Ask and answer questions about key details in a text.  RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | |