| ***Kindergarten - Fourth Grade***  ***Unit: Cinco de Mayo***  ***Week of May 5th*** | | | | | |
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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** :  Cinco de Mayo means the 5th of May in English. It is not Mexico’s Independence Day. This is a time when individuals living in Mexico and the United States celebrate and commemorate the victory the Mexican army had over French soldiers at the 1862 Battle of Puebla in Puebla, Mexico. The purpose of this unit is to teach students about the holiday including how and why it is celebrated. Students will learn that people celebrate the Mexican-American culture and heritage with parties, dancing, parades, music, and delicious food. | | | | | |
| **Enduring Understandings:**  Students will understand the significance of the holiday of cinco de mayo and that it is not an independence day for Mexicans. | | | | | |
| **Essential Questions**:  What is Cinco de Mayo?  Why is Cinco de Mayo historically significant?  How is Cinco de Mayo celebrated?  Who won the battle at Puebla?  What are some similarities and differences between Cinco de Mayo and 4th of July? | | | | | |
| **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 Cinco de Mayo  That Cinco de Mayo is celebrated in Mexico | Recognize the historical and cultural significance of Cinco de mayo  Locate Mexico on a map  Write similarities and differences between Cinco de  Mayo and other holidays in the United States  Color the flag of mexico | | Research information for Cinco de Mayo  Teacher generated materials related to content  Find youtube clips/DVD’s on Cinco de mayo  Flashcards  World map  Interactive DVD: Segments from Cinco de mayo  Powerpoint presentation on cinco de mayo  Pictures of celebrations of cinco de mayo  Read elementary books about cinco de mayo to students  **K - 2nd grade Activities:**  Read children's books about cinco de mayo .  Give coloring activity  Show students where Mexico is located and what the flag of Mexico looks like  **3rd & 4th Grade Activities:**  Read children's books about Cinco de Mayo  Give coloring activity  Show students where Mexico is located and what the flag of Mexico looks like  State facts about the Cinco de Mayo holiday using a fact sheet about Cinco de Mayo  Students can read articles about cinco de mayo and answer questions | | Class participation  Teacher observation  Completion of activity worksheets |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| How cultures celebrate celebrations  History of Cinco de Mayo  Location of places that celebrate holiday | | Holidays & Celebrations  Cultures and how they celebrate | | Students will watch videos on Cinco de Mayo celebrations  Students will look at maps of places that celebrate Cinco de Mayo | |
| **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:**  <http://themes.atozteacherstuff.com/826/cinco-de-mayo-activities-printables-lessons-and-teaching-ideas/>  <http://lasp.einaudi.cornell.edu/system/files/Cinco+de+Mayo+(K-2).pdf>  <http://www.k5learning.com/sites/all/files/worksheets/K5_RC_Gr4_LR1_SampleW.pdf>  <http://www.scholastic.com/teachers/unit/cinco-de-mayo-everything-you-need>  Use these resources with 3rd & 4th grade: <http://volunteersue.com/Presentations/cinco%20de%20mayo%20activities.pdf>  Research additional information for elementary students on this topic  DVD’s /Songs on cinco de mayo  Coloring activities  Children books on Cinco de Mayo | | | | | |
| **Interdisciplinary Connections:**  **NJSLS ELA**  RI.K.1 With prompting and support, ask and answer questions about key details in a text.  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).  SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song | | | | | |