| ***2nd Grade***  ***Hispanic Heritage Month***  ***First couple weeks in September*** | | | | | |
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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:**  The month of September is celebrated in the United States as the month of Hispanic Heritage. As the teaching of language and culture are inextricably intertwined, students learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture. The focus of this unit is to expose students to the largest cultural group in the United States, Hispanics, and the contributions they have made to this country and to the world. | | | | | |
| **Enduring Understandings:**  Students will learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture  Students will understand and be able to talk about famous hispanics and their contribution to global society | | | | | |
| **Essential Questions:**  What language do the people in Mexico, South America, and the Caribbean speak?  What contributions have Hispanics made?  What are the names of some famous Hispanics?  When is hispanic heritage and why is it celebrated?  Where are the Spanish countries located? | | | | | |
| 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 products and practices of the Hispanic Culture and it’s celebrations  Geography of where Hispanic countries are located  The origin of the celebrations of Hispanic History Month | Compare and contrast key Hispanic Countries (Mexico and United States cultural differences;  Identify famous hispanics such as El Chavo, Tito Puente, Ellen Ochoa, Romeo Santos etc..)  Identify children TV shows that speak Spanish such as, Dora the Explorer, Handy Manny, Go Diego Go  Identify the Hispanic origin of famous Hispanics  Color flags of different Spanish speaking countries | | Powerpoint presentation about Hispanic Heritage Month  Pictures-Hispanic countries/people  Tangible products from Hispanic countries  Total Physical Response (TPR) activities  Singing and participating in different songs and games about Hispanic countries  Respond to picture prompts  Coloring activities in response to teacher oral directions  View and discuss Youtube videos about Hispanic History Month  Display a map of Hispanic countries  Flags of Hispanic countries  Information for second grade level about Hispanic Heritage Month  Read children books about famous Hispanic  Students can draw the flag of a Hispanic country  Projects about hispanic history month (ex: piñata)  Presentational:  Make a map of the selected Hispanic country (Presentational) | | Teacher observation  Class participation  Teacher observation  Completion of written/coloring activities |
| Spiraling for Mastery | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| The products and practices of the Hispanic culture and its celebrations | | Being exposed to and identifying products and practices of hispanic culture and its celebrations | | Every year we build more activities about Hispanic Heritage Month | |
| **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:**  Scholastic website resources <http://teacher.scholastic.com/activities/hispanic/index.htm>  Times for kids- Hispanic Heritage Month <http://www.timeforkids.com/news/celebrating-hispanic-heritage/171181>  Romeo Santos Song on sesame Street: <https://www.youtube.com/watch?v=KM1jK8viuOI>  Celia Cruz on Sesame Street: <https://www.youtube.com/watch?v=dWjryOf9RiM>  Tito Puente on Sesame Street: <https://www.youtube.com/watch?v=LbCtgu38ZXU>  Tito Puente “Mambo King” book  Dvd’s from different Hispanic countries  Geographic Games from Hispanic countries <https://geoguessr.com/>  Internet videos; <http://www.youtube.com/watch?v=Ny1dg3NxD1c&feature=related>  Hispanic countries flags <http://www.purposegames.com/game/spanish-speaking-countries-flags-quiz>  Hispanic history teacher resources <http://www.smithsonianeducation.org/educators/resource_library/hispanic_resources.html>  Vámos a México <http://www.scholastic.com/teachers/lesson-plan/lets-travel-mexico>  Classroom based activities using technology tools (Flip cameras, Smart board, youtube, animoto, and Kahoot,etc)  Cultures for kids <http://www.exploreandmore.org/world/default.htm>  Capitals in South American <https://www.youtube.com/watch?v=Nw1H8aIhKNk>  Capitals in Central America <https://www.youtube.com/watch?v=fAupLjNTae0>  Worksheets on spanish countries: [www.education.com/worksheets](http://www.education.com/worksheets) | | | | | |
| **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 | | | | | |