Unit: Hispanic Heritage Month

Content Area: **World Language**
Course(s):
Time Period: **September**
Length: **10**
Status: **Published**

NJSLS World Language

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 & 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 Spanish speaking countries located?

Content - What will students know?

- The products and practices of the Hispanic Culture and its celebrations
- Geography of where the Hispanic Countries are located
- The origin of the celebrations of Hispanic History Month

Skills - What will students be able to do?

- 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, Diego Go
- Identify the Hispanic origin of famous Hispanics
- Color flags of different spanish speaking countries

Activities/Strategies - How do we teach content and skills?

- 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
- Coloring flag pictures
- Information for Kindergarten 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)

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Completion of written/coloring activities

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational:

- Perform an unscripted Role Play Conversations with partners.
- Students can draw a picture of the similarities and differences in various Hispanic cultures.

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
- Vamos a Mexico 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

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
N/A	N/A	N/A

Career Readiness, Life Literacies, & Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).