| ***3rd Grade***  ***Hispanic Heritage Month***  ***September (30 days)*** | | | | | |
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| **Targeted Standards:**  7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.  7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | | | |
| **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 Spanish speaking countries located?  What are the capitals of the Spanish speaking countries in Caribbean and Central America? | | | | | |
| 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 its celebrations  Geography of where the Hispanic countries are located  The origin of the celebrations of Hispanic History Month  Spanish countries and their capitals in Caribbean and Central America | 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 the Hispanic origin of famous Hispanics  Color flags of different Spanish speaking countries  Students can name and locate Spanish speaking countries and their capitals in Caribbean and Central America | | 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 first grade level about Hispanic Heritage Month  Read children books about famous Hispanics    Students can draw the flag of a Hispanic country  Projects about hispanic history month (ex: piñata)  Singing and participating in different songs and games about capitals of Hispanic countries    Students create individualized charts from different countries using a template  Present information related to Hispanic countries, products, and practices in the target culture based on information found in age- and level-appropriate, and culturally authentic materials.  Reading short texts and using context clues to respond to questions.  View and discuss Youtube videos about Hispanic History Month.  Copies of flags and maps to color and label | | Teacher observation  Class participation  Teacher observation  Oral Presentation  Completion of written/coloring activities  [Assessments Folder](https://drive.google.com/open?id=11OL-XdqSxSWLuKjjg3VeV7fOQ8DOZagw) |
| 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**  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).  9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).  9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. | | | | | |
| **Key resources:**  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)  <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)  http://[www.state.nj.us/education/aps/cccs/wl/action/2.10.10NM6.12Videotourworldtourismorganization.pdf](http://www.state.nj.us/education/aps/cccs/wl/action/2.10.10NM6.12Videotourworldtourismorganization.pdf)  <https://drive.google.com/drive/folders/0B3vSooU1wTDEflJkNXNNVVJXQk5PUnhZc2FWSmR5NmtrOVdzNmU3NXdOUXZJbU9STGJNSVU> | | | | | |
| **Interdisciplinary Connections:**  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | | |