| *3rd Grade*  *Unit: Navidad*  *Week of Christmas (5 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 purpose of this unit is to teach and expose students to the holiday of Navidad (Christmas). Students will learn the cultural practices and products of Hispanic Christmas celebrations, such as foods, music, and family gatherings. | | | | | |
| **Enduring Understandings:**  The Spanish-speaking world is made up of many different countries, each with their own holiday culture. One can learn similarities and differences between the Hispanic and United States Christmas traditions. Gaining knowledge about and empathizing with other people and their culture leads to a more tolerant society. | | | | | |
| **Essential Questions:**  What are Christmas celebrations like in a Spanish speaking country?  What can I learn about my own language and culture from the study of others?  How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?  What are the similarities amongst the Christmas celebrations? What elements are common in all of them? | | | | | |
| 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* |
| How the Christmas is celebrated in a Hispanic country such as Día de los Reyes Magos and posadas | Recognize and state the traditions and celebrations of the Nochebuena in Hispanic countries  Write similarities and differences between Los Tres Reyes Magos and Santa Claus in the United States | | Make a powerpoint of how Spanish speaking countries celebrate Christmas    Flashcards and posters  Interactive DVD: Segments from La Navidad  Teacher generated materials related to content  Pictures of celebration of “La Navidad” in Hispanic countries  Read elementary books about La Navidad y Los Tres Reyes Magos to students  Briefly discuss posadas and parrandas navideñas  **K - 2nd grade Activities:**  Read children's books about La Navidad  Give coloring activity  Students can compare and contrast how they celebrate christmas to a child in Spanish country  Sing songs  **3rd & 4th Grade Activities:**  Read children’s books about Spanish Holidays. “Christmas in Spain”  Sing songs  Give coloring activity  Students can compare and contrast how they celebrate christmas to a child in Spanish country | | Class participation  Teacher observation  Completion of activity worksheets  [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 | |
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| **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:**  Read about the La Navidad in the following countries  a. Colombia: <http://www.hispanic-culture-online.com/christmas-in-colombia.html>  b. México: <http://www.hispanic-culture-online.com/christmas-in-mexico.html>  c. Cuba: <http://www.hispanic-culture-online.com/christmas-in-cuba.html>  d. España: <http://www.californiamall.com/holidaytraditions/traditionsspain.html>  <http://www.spanishplayground.net/spanish-winter-words-kids/> Spanish Winter vocabulary  <http://www.spanishplayground.net/spanish-christmas-carols-kids/> Canciones de Navidad  <http://www.spanishplayground.net/wp-content/uploads/2014/12/Spanish-Christmas-Carols.pdf> Traditional Christmas songs  La Navidad: Students will make shoes of any color out of construction paper. The shoes are a tradition for Día de San Nicolás, which falls in December.  <http://www.abcya.com/christmas_lights_holiday_game_for_kids.html> Spanish Christmas games  <http://www.mommymaestra.com/2010/12/posada-lesson-plans-crafts-activities.html> Spanish Christmas Educational links  DVD/Songs about christmas in Spanish speaking countries  Research additional information about about christmas in Spanish speaking countries  Coloring activities  Computer interactive stories or games about christmas in Spanish speaking countries  Children books about christmas in Spanish speaking countries | | | | | |
| **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. | | | | | |