Unit: Navidad

Content Area: **World Language**
Course(s):
Time Period: **December**
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 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 - What will students know?

- How the Christmas holiday is celebrated in a Hispanic country.

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

- 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 navidenas.

K - 2nd grade Activities:

- Read children 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 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

Skills - What will students be able to do?

- 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

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Completion of activity worksheets

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 how their family celebrates holidays.

Spiraling for Mastery

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

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 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

Career Readiness, Life Literacies, and 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).
9.4.2.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).

Interdisciplinary Connections

RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.