| ***Kindergarten - Fourth Grade******Unit: Cindo de Mayo*** ***Week of May 5th***  |
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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** : Cinco de Mayo means the 5th of May in English. It is not Mexico’s Independence Day. This is a time when individuals living in Mexico and the United States celebrate and commemorate the victory the Mexican army had over French soldiers at the 1862 Battle of Puebla in Puebla, Mexico. The purpose of this unit is to teach students about the holiday including how and why it is celebrated. Students will learn that people celebrate the Mexican-American culture and heritage with parties, dancing, parades, music, and delicious food. |
| **Enduring Understandings:** * Students will understand the significance of the holiday of cinco de mayo and that it is not an independence day for Mexicans.
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| **Essential Questions**: * What is Cinco de Mayo?
* Why is Cinco de Mayo historically significant?
* How is Cinco de Mayo celebrated?
* Who won the battle at puebla?
* What are some similarities and differences between cinco de mayo and 4th of july?
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| **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 history of Cinco de Mayo
* That cinco de mayo is celebrated in Mexico
 | * Recognize the historical and cultural significance of Cinco de mayo
* Locate Mexico on a map
* Write similarities and differences between Cinco de Mayo and other holidays in the United States
* Color the flag of mexico

    | * Research information for cinco de mayo
* Teacher generated materials related to content
* Find youtube clips/DVD’s on Cinco de mayo
* Flashcards
* World map
* Interactive DVD: Segments from Cinco de mayo
* Powerpoint presentation on cinco de mayo
* Pictures of celebrations of cinco de mayo
* Read elementary books about cinco de mayo to students.

**K - 2nd grade Activities:*** Read children books about cinco de mayo .
* Give coloring activity
* Show students where Mexico is located and what the flag of Mexico looks like

**3rd & 4th Grade Activities:*** Read children books about cinco de mayo .
* Give coloring activity
* Show students where Mexico is located and what the flag of Mexico looks like
* State facts about the Cinco de Mayo holiday using a fact sheet about Cinco de Mayo
* Students can read articles about cinco de mayo and answer questions.
 | Class participationTeacher observationCompletion of activity worksheets  |
| **Spiraling for Mastery** **Where does this unit spiral back to other units from this or previous years** **in order to ensure that students retain mastery of what they’ve learned?** |
| **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:** * <http://themes.atozteacherstuff.com/826/cinco-de-mayo-activities-printables-lessons-and-teaching-ideas/>
* [http://lasp.einaudi.cornell.edu/system/files/Cinco+de+Mayo+(K-2).pdf](http://lasp.einaudi.cornell.edu/system/files/Cinco%2Bde%2BMayo%2B%28K-2%29.pdf)
* <http://www.k5learning.com/sites/all/files/worksheets/K5_RC_Gr4_LR1_SampleW.pdf>
* <http://www.scholastic.com/teachers/unit/cinco-de-mayo-everything-you-need>
* Use these resources with 3rd & 4th grade: <http://volunteersue.com/Presentations/cinco%20de%20mayo%20activities.pdf>
* Research additional information for elementary students on this topic
* DVD’s /Songs on cinco de mayo
* Coloring activities
* Children books on cinco de mayo
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| **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. |