

04_Family & Traditions - Day of the Dead

Content Area: **World Language**

Course(s):

Time Period: **Full Year**

Length: **5-10 days**

Status: **Published**

General Overview, Course Description or Course Philosophy

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, conversation, culture, weather, the numbers, dates, time, activities, descriptions and school. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world through an introduction of the language and cultures.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- important holidays reflect the values and traditions of a culture.

Essential Questions:

- What are the holidays that reflect the values and traditions of Hispanic cultures?
- What is the significance of the Day of the Dead?

CONTENT AREA STANDARDS

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally

or in writing.

WL.NM.7.1.NM.PRSNT.6

Name and label tangible cultural products associated with climate change in the target language regions of the world.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- the Day of the Dead is an important holiday in Mexico and other Latin American countries.
- the Day of the Dead (Día de los Muertos) is unique due to the religious and indigenous influences in the traditions of this holiday.

Procedural Knowledge

Students will be able to:

- understand and identify the vocabulary relevant to the holiday.
- understand and identify the religious and indigenous customs that are celebrated during the holiday.
- compare and contrast the American holiday Halloween to Day of the Dead.
- formulate and support personal impressions based on daily open ended questions about the holiday.
- create skeleton (calaca) puppets and “dead art” based on the satirical art of José Guadalupe Posada.
- understand the significance of the altar (ofrenda) and identify the meaning of traditional items which are placed on it.
- create a picture of an ofrenda for a deceased loved one and the items that would be placed on their altar.
- evaluate the importance of family and traditions for Day of the Dead.
- identify in the target language special foods associated with Day of the Dead and their significance.

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

Benchmarks

Educational Assessments

Formative Assessments

1. Teacher observations
2. Class discussion
3. Open ended questions (ex. “What are the similarities and differences between Day of the Dead and Halloween?”, “Which Day of the Dead tradition would you like to adopt for Halloween and why?”)
4. Projects (calaca puppets, dead art)
5. Homework

Summative Assessments

1. Test/Quiz
2. Alternate assessments (Día de los Muertos Journal, Ofrenda project)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Teacher created worksheets and projects

- Teacher's Discovery calaca template
- Video – “Food of Our Ancestors”
- “Día de los Muertos” children's book
- Smartboard
- Realia items for an authentic ofrenda display

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition

Social Studies - Historical Research, Anthropology, Social relationships among people

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.