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| **TGC Fellow Unit Template \*** | | |
| Prepared by: Belle O’Neill School/Location: McQueen H.S. Reno, NV. | | |
| Subject: Spanish Grade: level 5-6 (3rd year) Unit Title: De la Adolescencia a la Edad Time Needed:  Adulta: Celebraciones en Los Estados 3 Weeks  Unidos y Mexico.  From Adolescence to Adulthood:  Celebrations in The U.S. and Mexico.      Update: Celebrations in the U.S. and Colombia | | |
| Unit Summary: Students will learn about cultural celebrations from adolescence to adulthood in The United States and Mexico using thematic vocabulary in the target language. They will compare and contrast the products, practices, and perspectives of the Mexican Quinceanera with the United States Sweet Sixteen Party and Bar and Bat Mitzvah and express their perceptions of the U.S. events and the Mexican event. They will include the historical origins of the events. They will interview an adolescent in Mexico to find out their perspective on The Quinceanera as well as their perspective of The U.S. events. They will also interview a local Hispanic merchant , a Rabbi, and a Sweet Sixteen participant in Reno about the importance of The Quinceanera, Bar and Bat Mitzvahs, and Sweet Sixteen party. Students will present their findings to their classmates in a formal presentation.  Update: Celebrations in the U.S. and Colombia. They will interview an adolescent in Colombia using skype or with email using epals | | |
| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS:  ACTFL World-Readiness Standards for Learning Languages ( 2014)  Communication  Communicate effectively in more than one  language in order to function in a variety of  situations and multiple purposes. Interpersonal,  interpretive, and presentational communication  modes.  Cultures  Interact with cultural competence and  understanding. Relating cultural products and  practices to perspectives.  Connections  Connect with other disciplines and acquire  information and diverse perspectives in order  to use the language to function in academic and  career-related situations. Develop critical thinking  and solve problems creatively.  Comparisons  Develop insight into the nature of language and  culture in order to interact with cultural  competence. Investigate, explain, and reflect on  the concept of culture through comparisons of the  cultures studied and their own.  Communities  Communicate and interact with cultural  competence in order to participate in  multilingual communities at home and around  the world. To interact and collaborate in their  community and the globalized world.  Interdisciplinary goals:  Ed Steps Global Competence Matrix for Social Studies  Investigate the World  Identify and weigh relevant evidence from primary  and secondary documents, using a variety of  domestic and international sources.    GLOBAL COMPETENCY:  Communicate ideas in a World Language  Cultural Awareness  Cultural Perspectives  Investigate the World  Take action  RESOURCES:  World-Readiness Standards for Learning Languages  <http://www.actfl.org/sites/default/files/pdfs/>  El Salvadoran adolescent comparison of Sweet 16 and Quinceanera  <http://www.mag.amazing-kids.org/ak_columns/global-village/sweet_sixteens_vs-quinceaneras>  tv movie: Super Sweet 16 (2007) (2 hours)  <http://www.imdb.com/title/tt1018829>  New York radio documentary of a Quinceanera dressmaker from Puerto Rico  <http://www.nyfolklore.org/pubs/voic28-3-4/Onair.html>  Quinceanera traditions  <http://www.latinamericanstudies.org/latinos/quince-traditions.htm>  Quinceanera traditions  <http://www.quinceanera.com/es/ceremonia/tradiciones-de-la-fiesta>  Video: Litzy’s Quinceanera en Mexico (1 hr)  <http://www.youtube.com/watch?v=W_AJ8wlWsjE>  Bar and Bat Mitzvah’s in The United States  <http://www.myjewishlearning.com/article/bar-and-bat-mitzvah-101>  <http://www.chabad.org/library/article-cdo/aid/259492/jewish/Entering-Adulthood.htm>  Classroom connections from the U.S. to Mexico  <http://www.epals.com/>  Video: Jessica’s Bat Mitzvah in the United States (6:07)  <http://www.youtube.com/watch?v=xPsgzzILGXY>  Quinceanera in Disneyland  <http://www.disneyland.disney.go.com/es/special-occasions/quinceanera>  The evolution of the Quinceanera  <http://www.learnnc.org/Ip/editions/chngmexico/218> | ***Transfer*** | |
| *Students will be able to independently use their learning to…(real world purpose)*   1. Recognize and understand cultural perspectives 2. Investigate the world 3. Apply listening and comparative analysis skills 4. Communicate ideas, opinions, and information effectively 5. Take action | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. Childhood rites of passage and cultural celebrations are important events in any culture. 2. These events can be compared and contrasted from one culture to another and to oneself. | ESSENTIAL QUESTIONS   1. What historical/cultural information or opinion is being expressed in the Quinceanera, Sweet Sixteen, and Bar and Bat Mitzvahs? 2. How are these events an important component to a country’s cultural perspective and identity? 3. What historical/cultural themes are similar or different in the Quinceanera, Sweet Sixteen, and Bar and Bat Mitzvah’s? |
| ***Acquisition*** | |
| *Students will know… (Content)*   1. Adolescent to adult celebrations are important components to a culture. 2. These events have ethnic and geographical influences. 3. These events express the ideas and opinions of a culture. 4. These events can provide rich cultural and historical context. 5. These events can vary from one region to another.   Update: Interview a Colombian adolescent and merchant. Have the adolescent find a merchant in Colombia and establish contact with the students via skype or email.  Updated resources:  1.Quinceanera parties in Colombia  raisingcolombiankids.blogspot.com/2010/04/  quinceanera-parties-in-colombia.html  2.Quinceanera in Colombia vs. Sweet 16’s in America  prezi.com/rd85x1smdezq/quinceanera-in-Colombia-vs.-sweet-16s-in-america  3.How different countries’ cultures have different quince traditions  quinceanera.com/traditions/different-countries-cultures-different-quince-traditions  4.Quinceanera de Colombia -You Tube  youtube.com/watch?v=k4e8Fz2FsHK  5.La Quinceanera que envejecio antes de tiempo-Diario La Prensa ( A Quinceanera who aged before her time)  Laprensa.hn/mundo/920639-410/la-quincea  %C3%B1era-envejeci%C3%B3-antes-de-tiempo  6.Canciones para quince anos- Mariachi Vargas de Bogota ( Typical Songs at a Colombian Quinceanera)  Mariachivargasdebogota.com.co/repertorio/quinceanos/ | *Students will be able to… (Skills)*   1. Convey opinions and information effectively in Spanish 2. Research Quinceaneras, Sweet Sixteen parties, and Bar and Bat Mitzvahs. 3. Craft a research question based on their findings 4. Understand the importance of Quinceaneras, Sweet Sixteen parties, and Bar and Bat Mitzvah’s to cultural identity and perspective 5. Analyze these events for cultural and historic content and significance 6. Synthesize what the cultural/historic content of the event is in Mexico and the U.S. 7. Compare and contrast a Quinceanera to American cultural perspectives 8. Interview an adolescent in Mexico a a Hispanic merchant in Reno, a Rabbi in Reno, and an adolescent in Reno, and contrast their perspective of the Quinceanera, Sweet Sixteen party, and Bar and Bat Mitzvahs. 9. Communicate effectively across cultural and linguistic boundaries |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)   1. Introduction: You will design and post a thinglink, <https://www.thinglink.com/edu> to represent how you would celebrate the transition from adolescence to adulthood. Include one image and four interactive links on the image. The links can lead to websites, videos, artwork, etc. One of the links will be a three –five sentence overview of what’s most important to you about the transition from adolescence to adulthood. You will also make a KWL chart about the Quinceanera, Bar and Bat Mitzvahs, and Sweet Sixteen parties. You will fill in the K and W part and fill in the L part as the unit progresses. 2. Vocabulary: You will receive a list of thematic vocabulary in the target language. You will use quizlet.com to learn the vocabulary by matching images to thematic vocabulary words. 3. Quinceanera in reading: In small groups you will read two introductory readings, one in English and one in Spanish, on the traditions of the Quinceanera in Mexico. The readings will offer you cultural and historical information to give you an appreciation of a perspective of the Mexican world. You will walk around and write on posters around the room what items or people are associated with the activities before, during, and after the quinceanera. 4. Explore Quinceanera: You and your class will watch a youtube video, <http://www.youtube.com/watch?v=W_AJ8wlWsjE>   That show the footage of a young woman’s celebration of Quinceanera in Mexico. During the video, you will write in Spanish the products, practices, and perspectives that you saw and synthesized from the video. Afterwards, you will have a discussion in the target language of the answers the classroom came up with.   1. Explore Sweet Sixteen parties Quinceanera: You will read alone the post by a Salvadoran adolescent on the comparison between Sweet Sixteen parties and the Quinceanera. <Http://www.mag.amazing-kids.org/ak_columns/global-village/sweet_sixteens_vs-quinceaneras>   You will make a Venn diagram with the class to compare the two events from the author’s perspective.   1. You will read two articles online about Bar and Bat Mitzvahs. You will walk around the room and post items and people associated with the event before, after, and during the ceremony. You will watch a video on a Bat Mitzvah. You will watch movie the movie Super Sweet 16. You will write down products, practices, and perspectives associated with each of these events and discuss them with your class. 2. Research question: You and your partner will come up with a research question in the target language having to do with the comparison of the adolescence to adulthood celebrations that we have studied. You will investigate the answer to your question and that will be part of your final presentation, as well. 3. Communicating: As a class we will communicate with a partner class from Mexico through epals.com to further explore the Quinceanera, Sweet Sixteen parties and Bar and Bat Mitzvahs. We will use this media to share perspectives, resources, suggestions, and ideas. 4. Essay: You will write an essay about why it’s beneficial for a society to have a rite of passage celebration. You will discuss afterwards why this is a global issue and why identity is a universal theme. | 1. Use self-expression to synthesize their feelings about transitioning from adolescence to adulthood. Investigate websites. 2. Recall essential thematic vocabulary, assess knowledge of vocabulary, identify strengths and weaknesses in vocabulary knowledge, and draw connections between the vocabulary and the adolescent to adulthood celebrations. 3. Process and analyze printed information source for pertinent information. Gain cultural and historical information. Gain cultural perspective. Collaborate with the group to synthesize Quinceanera theme content. 4. Process and analyze visual and auditory information source for pertinent information. Gain cultural information and perspective. Collaborate with your class to synthesize Quinceanera theme content. 5. Compare and contrast using Venn diagram, synthesis of differences and similarities, gaining cultural perspective of an adolescent outside of The U.S. 6. Process and analyze visual and auditory information sources for pertinent information. Collaborate with your class to synthesize the theme content. 7. Come up with a research question, investigate the question, and use the findings as part of the final presentation. 8. Use effective target language communication, cross-cultural communication, collaboration, gain cultural perspective, personal global engagement and interaction. 9. Use critical thinking and use examples from two cultures we have studied in class to answer the question. | |
| Assessment **OF** Learning: (ex: performance task, project, final paper)   1. You and your partner will create a Prezi or PowerPoint presentation in the target language using thematic vocabulary and your research information (background, thematic content, global perspectives, and answer to your researchable question.) 2. You and your partner will go to a Mexican tienda or mercado in Reno with a list of items needed for a Quinceanera. You will find the items and take a photo of them together. Later, you will label each item in Spanish and use it as part of your Prezi or PowerPoint mentioned in the #1 assessment of learning. You will also record your interview in Spanish with a Hispanic merchant in that store. The interview will include what they feel is the importance of the Quinceanera, and their perspectives of the Quinceanera, Sweet Sixteen party, and Bar and Bat Mitzvahs. You will also visit a Rabbi and local adolescent in your community. This interview will also be on the Prezi or PowerPoint presentation. 3. You will write an essay in Spanish that compares and contrasts the historical and cultural content of the Quinceanera to Sweet Sixteen parties, and Bar and Bat Mitzvahs, and to your own cultural experience. 4. Formative assessment on thematic vocabulary list. 5. You will write an essay in Spanish about why you think it’s beneficial for society to have a rite of passage for adolescents. | 1. Present, summarize, synthesize and analyze information, communicate to an audience, use specific vocabulary, and assess a global competency skill. 2. Communicate in Spanish with several audiences- their classmates and a local Hispanic merchant in Reno. Use effective communication skills, listening and speaking. 3. Use written communication skills, process information, express personal thought and perspective, compare and contrast analysis of different perspectives, evaluate writing, grammar, and expressive skill. 4. Take a formative assessment in the form of a quiz to assess knowledge of vocabulary. 5. Use critical thinking and knowledge of two cultures studied in class to provide evidence to their answers. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  *Week One:*   1. Introduction: Students will design and post a thinglink, <https://www.thinglink.com/edu> to represent how they would like to celebrate the transition from adolescence to adulthood. They will have one image and four interactive links on the image. The links will lead to websites, videos, artwork, etc. One link will be a three-five sentence overview of what’s most important to them about the transition from adolescence to adulthood. After viewing each other’s posts, a class discussion will follow about the significance of transitioning from adolescence to adulthood and how they actually celebrate it in their homes.   Students will fill out a KWL chart regarding knowledge or previous experience of a Quinceanera, Bar and Bat Mitzvah, and Sweet Sixteen party.  Students will also write down what they want to learn about them. As the unit progresses, students will daily fill out what they learned about them.   1. Vocabulary: Students will receive a list of teacher-prepared vocabulary words related to the Quinceanera and Sweet Sixteen party. Students will watch a quizlet presentation, <http://www.quizlet.com/latest> on the smartboard illustrating each vocabulary word with the associated Spanish word next to it. Students will pronounce the word after the teacher says it. Next in pairs students will take out their cell phones and go to the same quizlet site. Students will quiz each other, matching the picture to the word. The computer pronounces the word as students find the correct match. Afterwards, students will type in the words as they look only at the pictures. Students can practice this at home for extra reinforcement. 2. Quinceanera in reading: The teacher will place students into small reading groups of 3-4 students. Students will read aloud an introductory reading in Spanish, <http://www.quinceaner.com/es/ceremonia/tradiciones-de-la-fiesta> on the traditions of the Quinceanera in Mexico. This reading will give students cultural and historical information about the Quinceanera from the perspective of the Mexican world. Students will also read in English <http://www.latinamericanstudies.org/latinos/quince-traditions.htm> Posters will be placed around the room listing traditional activities before, during, and after the Qunceanera celebration. Students will walk around and write in items and people associated with each activity based on the two readings. 3. Explore Quinceanera: Students will watch a YouTube video, Litzy’s Quinceanera en Mexico ( 1 hour) <http://www.youtube.com/watch?v=W> AJ8wlWsiE   of an actual young woman’s quinceanera in Mexico. During the video, the students will list in Spanish the products, practices, and perspectives they observed and synthesized from the video. Afterwards, they will discuss in Spanish their answers.   1. Explore Sweet Sixteen parties vs. the Quinceanera: Students will read alone a post by a Salvadoran adolescent on a comparison between Sweet Sixteen parties and the Quinceanera. They will make a Venn Diagram to compare the two events from the author’s perspective. The class will discuss their answers and construct a large Venn Diagram in front of the class ultimately comparing the Quinceanera, Sweet Sixteen Party, and Bar and Bat Mitzvahs. Students will add on to it as the unit progresses. 2. Explore Sweet Sixteen parties: Students will watch a tv movie, Super Sweet 16 ( 2007) ( 2 hours) <http://www.imdb.com/title/tt1018829> During the video, students list in Spanish the products, practices, and perspectives they observed and synthesized from the movie. Afterwards they will discuss in Spanish their answers.   *Week Two:*   1. Vocabulary: Students will receive a list of teacher- prepared vocabulary words related to Bar ad Bat Mitzvahs. The same procedure will be followed as indicated in step 2 of week 1 using Quizlet as the resource. 2. Bar and Bat Mitzvah in reading: Students will read two articles online about Bar and Bat Mitzvahs, <http://www.myjewishlearning.com/article/bar-and-bat-mitzvah-101> and <http://www.chabad.org/library/article-cdo/aid/259492/jewish/Entering-Adulthood.htm> Posters will be placed around the room listing traditional activities before, during, and after Bar and Bat Mitzvahs. Students will walk around and write in items and people associated with each activity based on the two readings. 3. Explore Bat Mitzvah: Students will watch a YouTube video, Jessica’s Bat Mitzvah by Suburban Video (6:07) <http://www.youtube.com/watch?v=XPsgzzILGXY> of an actual girl’s Bat Mitzvah in the United States. During the video, students will list in Spanish the products, practices, and perspectives they observed and synthesized from the video. Afterwards, they will discuss in Spanish their answers. 4. Investigation: Students will be placed in pairs to come up with a research question in the target language concerning the comparison of the adolescence to adulthood celebrations that were studied in class from the cultural and/or historical standpoint. They will investigate the answer to their question and that will be part of their final presentation. The presentation will be in the target language using Prezi or PowerPoint. It will include thematic vocabulary and your research information (background, thematic content, global perspectives, interview, and answer to your researchable question) 5. Interview: Student pairs will go to a Mexican tienda or mercado in Reno with a list of items needed for a Quinceanera. Students will find the items and take a photo of them together. Later, they will label each item in Spanish and use it as part of their Prezi or PowerPoint presentation. They will also record their interview in Spanish with a Hispanic merchant in that store. The interview will include what the merchant feels is the importance of Qunceanera, and their perspectives of the Quinceanera, Sweet Sixteen part, and the Bar and Bat Mitzvahs. The students will follow the same procedure and visit a synagogue in Reno and interview a Rabbi, as well as interview an adolescent in Reno who celebrated a Sweet Sixteen party within the last three years. Clips from these interviews will also be in the presentation. 6. Communication: As a class we will communicate with a partner class in Mexico through epals.com to further explore the Quinceanera, Sweet Sixteen parties, and Bar and Bat Mitzvahs. We will use this media to share perspectives, resources, suggestions, and ideas.   Update: Students will take a virtual tour of a Colombian store that sells quinceanera products.  Virtual Tours in Colombia  en.360tourist.net/virtual-tours-in- Colombia  worldtour360.com/gallery.php?country=Colombia  *Week Three:*   1. Presentations: Presentations will be based on rich content, creativity, following directions, and accuracy in the target language. Peers will evaluate the presentations and ask questions after each presentation. 2. Evolution of quinceanera in reading: Students will read about how the quinceanera is evolving now when Hispanics move to the United States. They will read from three sources: <http://www.disneyland.disney.go.com/es/special-occasions/quinceanera> <http://www.nyfolklore.org/pubs/voic28-3-4/ONair.html> <http://www.learnnc.org/Ip/editions/chngmexico/218> 3. Essay: Students will answer the question, Do you think it’s beneficial for society to have a rite of passage for adolescence? Use examples from at least two cultures to justify your answer. Afterwards, discuss why a rite of passage is a global issue for adolescents. Talk about how a universal theme is to belong to a group and have a sense of identity. What happens when families move across national boundaries? How do they continue to keep their identity with their old country and have a new identity with their new country? How is this reflected specifically with the quinceanera when they come to the United States? What happens when an adolescent doesn’t feel like they belong to a group? How can we take action when an adolescent moves to our community from a different country? 4. Formative assessment: Students will take quizzes at the end of each week on the thematic vocabulary. They will be given pictures and need to write the term in Spanish that matches the picture. 5. Summative assessment: Students will take a unit test that covers the traditions and history of the Quinceanera, Sweet Sixteen party, and Bar and Bat Mitzvahs.   *\*adapted from Understanding by Design Model* | | |

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| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: The Importance of Subject: Spanish 5-6 ( 3rd year) Prepared by: Belle O’Neill  Rites of Passage as a Global Issue  Materials Needed: Computer/Internet, Blank paper, Pen    Global Competency: 1. Investigate the World  2. Recognize Perspectives  3. Communicate Ideas  4.Cultural Awareness  5. Take Action | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | The student will be able to identify how the Quinceanera traditions are changing when the family moves across national boundaries from Mexico to The United States. Update: Colombia to the U.S.  The student will be able to discuss why rites of passage are an important global issue for adolescents.  The student will be able to identify ways to help a new student coming from a different country feel connected to their new school community. | |
| **H**ook: | | **T**ailored Differentiation: |
| Students will enter the room and see photos of the Quinceanera, Bar and Bat Mitzvahs, and Sweet Sixteen parties on the smart board. Students will see a question in Spanish underneath the photos that says, Do you think it’s beneficial for society to have a rite of passage for adolescents? | | 1. Have the students read aloud the articles in small groups and after each article discuss the key points in the target language. 2. Before we discuss the questions after the essay, have the students think, pair, share the questions before we open it up to group discussion. |
| **E**quip: | |
| Students will read three articles on line about the evolution of the Quinceanera when families move to the United States.  Students will write an essay answering the question, Do you think it’s beneficial for society to have a rite of passage for adolescence?  Students will use examples from at least two cultures we have studied to justify their answer. As a class we will discuss why a rite of passage is a global issue for adolescents. We will discuss the universal need to belong to a group and have an identity. We will discuss what happens when families move across national boundaries and how they keep their former country’s identity alive as well as take on the identity if their new country. We will use the quinceanera as our example, citing the evidence from the articles the students just read. We will discuss what happens if an adolescent has no sense of identity. We will then take action and make a list of how we could help a new student from a different country find a sense of belonging in our school community. | |
| **Rethink and revise:** | |
| Have students review the traditions of the Quinceanera, Bar and Bat Mitzvahs, and Sweet Sixteen parties in their notes before answering the essay question. | |
| **Evaluate:** | |
| Students will turn in their essay to be evaluated for following directions, rich in content, and accuracy in the target language. | |
| Notes: | |
| **O**rganization: |
| This activity is best suited for the classroom. Maybe have an open space in the middle of the classroom where students can be seated and feel like they are physically closer to each other for a discussion format. |