

Stage 1 Desired Results

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| <p>ESTABLISHED GOALS World Language Standards: (the 5 C's) Communication, Cultures, Connections, Comparisons, Communities 1.Students will do map reading skills for the location of Juarez, Mexico, their country, state, and El Paso, Texas. 2. Students will learn what the children do for fun. 3.Students will become familiar with the children of Centro Victoria, Juarez, Mexico by reading and writing pen pal letters (sharing perspectives) 4.Students will learn the needs of the children of Centro Victoria to better help them promote The Juarez Project to students and the public. 5.Students will take actions and promote The Juarez Project. 6. The Juarez Project information can be found at www.marlbrough.k12.nh.us</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i> 1.write pen pal letters and ask questions in the target language (Spanish). 2.investigate the needs of the children and what they do for fun at Centro Victoria. 3.feel more confident to present the information need to promote The Juarez Project to students at MS and public assemblies. 4.find other avenues to raise money and awareness in the public venue.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i> 1.children do have fun even when they do not have very much. 2.children their age have similar lifestyles and wants to their own. 3.children at Centro Victoria have needs that cannot be met due to poverty. 4.children appreciate the opportunity to get an education. 5.sometimes children do things differently in their culture compared to their own. 6. they have their own identity from their own life experiences and other people have their own identities. 7. people carry different perspectives with them. 8. there are times when cultures fluctuate.</p> | <p>ESSENTIAL QUESTIONS 1.Where is Juarez, Mexico? 2.Do children have fun when living in poverty? What do they do? 3.What needs to these children have? 4.What are some of the similarities that they have with these Mexican children? 5.Do all children have the opportunity to go to school? How much does it cost? 6.What are some traditions that they have? What are their daily routines? What is the routine of school? 7.What are some other productive actions they can take to raise public awareness for this poverty issue?</p> |
| Acquisition | | |

Students will know...

- 1.their new “amigos.”
- 2.where Juarez, Mexico is located in relationship to them.
- 3.some of the similarities and differences between them.
- 4.what is considered important to these children and what they do for fun?
- 5.what are some of the needs that they can help them with through The Juarez Project.

Students will be skilled at...

- 1.writing and reading in the target language (Spanish).
- 2.asking questions appropriately in the target language.
3. Having class discussions and deciding what questions to ask the students.
- 4.Having class discussion and deciding what are the next steps to complete The Juarez Project.
5. Map reading.

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

1.Accurate (students work with map skills by outlining Chihuahua and neighboring states of Mexico. Pinpoint El Paso, Juarez, and street address of Centro Victoria. Record geography of area with symbols) **Illustrate, produce, locate, point out**

2.Organized student create Identity boxes and poems (makes connections to other students in class, their own cultural identity, detailed rubric for poem writing. **creative, informative, recite, compare, interpret, express, consider**

3. Accurate students will be assessed on proper writing in the target language (Spanish) **give examples, prepare, develop, compose,**

4. Organized students will make connections and communication in detailed format throughout the year via pen pal letters.

5. Relavant students will make local and global connections that are realistic and purposeful through local organizations that help impoverished people in their community

- 1.Students have done map reading skills and become aware of the location of Juarez, Mexico on the map and noticed its close location to El Paso, Texas (American neighbor)
2. Students have become aware of the geography of Juarez and the area surrounding Centro Victoria, the children’s shelter.
3. Students have created Identity boxes for themselves to better understand what is meant by cultural identity.
4. Students have written (in English) and “I Am” poem to establish their cultural roots and influences on their lives. These are read orally to the class.
5. Students have written pen pal letters and asked basic questions in the target language. They have come to realize cultural differences (Saints Days, Day of the Dead, birthday celebrations, and how some children don’t celebrate any holidays at all)
6. Children will continue writing pen pal letters all year long and send photos of our cultural and regional experiences all year long to maintain a connection with the children of Juarez.
7. students have participated in at least 2 citizenship goals with the Juarez Project that they have established for themselves in advisory as part of their personal learning plan.
8. students have discussed other ways to raise money and awareness with their classmates to continue the Juarez Project.
9. Students have learned the needs of these children by their requests from pen pal letters.

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| <p>as well as their work with the Juarez Project. These are their established citizenship goals.</p> | |
| <p>Technology: Use of Google maps Lap tops for key boarding pen pal letters Presentation at school wide assembly of the citizenship Watching DVD produced at Centro Victoria: Open discussion about hypothesizes. Introducing children of Juarez through picture portfolio</p> | <p>OTHER EVIDENCE: Resources: 1. Making connections with Senora Wheeler (The Juarez Project) 2. Making connections with Don Primrose (100Nights Shelter) 3. Making connections with Meredith (Peterborough Food Bank) 4. Making connections with Keene Community kitchen 5. Heifer Project International information "Hunger: Myths / Facts" (Student discussion, writing, and analysis)</p> |

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Lesson 1: Map reading skills: Students will outline all 31 states in different colors on a map of Mexico. They will label each state. Students will color in the state of Chihuahua and mark the city of Juarez. Students will learn all the words of the Compass rose (In Spanish)

Google Maps: Students will visit Google Maps and locate Centro Victoria Shelter on the map. Students will scan the area and we will discuss what the geography is in that region of Mexico by using Google Maps. We begin our class list of geography vocabulary. (In Spanish)

Lesson 2: Geography: (Juarez DVD) Students watch the Juarez Project DVD that I created over the years from my service-learning project at Centro Victoria. Group discussion about what the region looks like. Continue the student-generated geography vocabulary list. (In Spanish)
In small groups, create a list about the commonalities and differences of the Juarez region and the Monadnock region, of NH.

Quiz: Spanish vocabulary quiz on the states of Mexico, geography vocabulary, and the memorized poem (In Spanish)

“Abre los libros, Abre la mente, Abre las puertas” “Open the books, Open the mind, Open the doors”

Lesson 3: Citizenship skills: Guest speaker (Mexican/American) Senora Wheeler, visits the class. She leads a discussion about Centro Victoria and how the shelter helps abandoned children from the streets of Juarez, Mexico. Discussion topics: water issues, housing issues, desert issues, life difficulty issues for the children, drugs, abuse, the affect of the United States (El Paso with the people of Juarez) Questions arise.

The Juarez Project: Student-generated project comes from the students seeing a need of the others. Discussion topics:

1. **What shall we do?** How do we do it? When can we do it? Who will do what?

- Who wants to promote The Juarez Project?
 - A. Presentation at school assembly
 - b. Posters made to hang around the school building to increase awareness of the project
 - c. radio announcement about our donation boxes
 - d. Create colorful flyers for the Fall harvest celebration in town
 - e. Create a fund raising event (contra dance)
 - e. Photograph and caption for the local newspaper
 - f. Students talk to each class about it and place a donation box in each classroom
 - g. collect boxes at the end of drive
 - h. pack up the boxes for shipment

Assessment: Each student is responsible for taking on at least one activity (or 2)

Lesson 3: Reading and Writing Skills: Students will read the pen pal letters from the children of Centro Victoria. (In Spanish)

Students will write a pen pal letter to their specific pen pal (In Spanish)

Assessment: (ELA Standards) 1. How to write a proper body letter with a salutation and a good-bye greeting. (In Spanish)

Lesson 4: Culture and the Arts: Students will continue to take photos of our region’s cultural traditions and the community of students for the rest of the year. (Continued connections) Teacher brings in Mexican traditions to share with the students over the year.

November: Day of the Dead (video) artifacts, art projects (create an altar, make sugar skulls and dancing skeletons or paper flowers or papel picado. Students create a wordle of words that represent “El Dia de los Muertos.

Lesson 5: Literature (ELA): Students will read / listen to a traditional Mexican legend “The Hill of Fire” (In English) In small groups, children will discuss the beginning, middle and end of the story.

Assessment: Students will work in groups of 3. They will create a caption that represents the beginning, middle and end of the Mexican legend. They will create a 3 part poster representing their captions of the story. (In Spanish)

Lesson 6: Cultural Identity: Who Am I?

Assessment: 1. Students will create an Identity Box for themselves. There will be 7 adjectives describing themselves on the outside of the box (In Spanish) and 5 artifacts on the inside of the box to define them. 2. Students will write a “Yo soy” (I am) poem in English. It will have 7 – 10 (or more) lines describing who they are.

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