

Backwards Design Unit Planning
Teacher/School: E.Alfonso IS. 237

Essential Question: Why study another language/What can you learn if we study another culture?

Mini-Unit Title	Big ideas of the mini-unit / concept statement (macro)	Knowledge (Important Content to Know about Mini-Unit) (Micro)	Skills What should the students be able to do? (rule of thumb - skills are verbs – knowledge is a noun)	How does this connect to the theme of your school	Possible List of Topical Essential Questions / Focusing Questions	Mini-t of Assessment	Benchmarks / Scaffolding towards culminating project
Interesting facts about Mexico	Culture	Official name Capital Population Constitution	Find information On the internet. Share information with the class.	Art is in every culture.	What can we learn about our own culture from studying another? What can we learn if we study culture?	Gather data about Mexico	Find information about a trip to Mexico
The Geography Of Mexico.	Environment	Map of Mexico Geographical regions	Make a three Dimensional map Making a Bar Graph	Environment is ART itself.	How could we use the map? What can we learn from the map?	Create a map of Mexico	Locate on the map the places that you want to go on the trip to Mexico
Mexico's Culture, art, food, music, religion	Diversity	Mayan and Aztec Empires Huichol art, Mexican songs The day of the Dead.	Compare and Contrast, The Aztecs and the Mayans. Build a Mesoamerican Pyramid. Singing Mexican songs. Making Guacamole Making treats for the Day of the Dead.	Diversity is an example of the ARTS.	What is Diversity ? How does culture affect us?	The students are asked to make a Menu and Brochure of different information about Mexico.	Locate on the map, Where the Mayan and the Aztec built Their cities. Research on the internet the best places restaurants to visit.

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A Week at a Glance – Copy as Necessary

Spanish Class meets twice a week.

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding			Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Week 1a	Week 1b	Week 2a	Week 2b	Week3a	Week3b
Content Focus: Interesting Facts about Mexico. Hook: The students will be given tacos and tortillas. Where do you think the tortillas and tacos came from? Video: Mexico Daily Assessment: Ask the students to write Sentences about facts on Mexico.	Content Focus: Geography of Mexico. Hook: Explain the word geography. Daily Assessment: Where is Mexico located?	Content Focus: Mexican Culture. Hook: Student explains the aspect of his or her own culture. Daily Assessment: Look at the definition of culture in the dictionary.	Content Focus: Mexican Art. Hook: What type of art does your temple, mosque or church have? Daily Assessment: What type of Art do you like? Draw it.	Content Focus: Mexican Music Hook: Mexican music will be played; and students will describe it. Daily Assessment: Students are asked to compose lyrics about Mexico and make a chant/jingle.	Content Focus: Mexican Religion Hook: Legend and Tradition Daily Assessment: -Compare and Contrast How does the day of the dead compare to out Halloween?
Weekly Assessment: Design a brochure with pictures and information about Mexico. What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)					

Unit Resources

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Books:

- Mexico by Jane Routte and Ann Barnell
- Paso A Paso by Scott Foreaman

Websites:

- www.webmexico.com
- www.mexweb.com/muertos.htm
- www.go2mexico.com
- www.geocities.com/holiday/cinco/index.html

Teacher Materials:

- Taco, Tortillas, Maps, pictures, construction paper, markers, crayon, scissors, old magazines

Other:

- Overhead projector
- video