

South Harrison Township Elementary School District



Committed to Excellence

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| Course Name: World Cultures | Grade Level(s): 3-5 |
| BOE Adoption Date: September 2019 | Revision Date(s): August 2020 |

ABSTRACT

This introductory World Cultures course provides a fun, interactive experience for a student's first exposure to the Spanish language. The content for each unit is based on an authentic story, myth or legend from Spanish-speaking culture. Although the course focuses principally on vocabulary acquisition, basic grammar principles are intuitively grasped through the story, games, activities, songs, and assessments. In addition, students learn to perform simple tasks in connection with each unit's theme. Students engage in language learning in a rewarding, low-stress environment; get comfortable with the sounds and rhythms of Spanish; learn simple Spanish phrases; begin to read, write, speak and listen for meaning in Spanish; and recognize distinctive practices and products of Spanish-speaking culture. The World Cultures course helps students engage in language learning; understand and produce common vocabulary terms and phrases; interpret meaning from authentic fables and stories; and, compare cultural practices and perspectives of Spanish-speaking communities.

This 3-5 World Cultures course helps students engage in language learning; understand and produce common vocabulary terms and phrases; interpret meaning from authentic fables and stories, and, compare cultural practices and perspectives of Spanish-speaking communities. Each unit begins with an authentic story presented entirely in Spanish that introduces key vocabulary and a cultural theme. These stories originate from Spanish-speaking

fables and tales from Mexico, Spain, and Latin America. Essential questions and enduring understandings within the 3-5 course focus on understanding how language acquisition can connect meaning into other subject areas as well as compare the target language and culture to their own.

Proficiencies and Pacing:

Course Name: Third Grade World Cultures Course

| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
|--|----------|--|--|--|--|--|---|
| Unit 1: Family <i>La familia</i> | 6 weeks | <p>Interpretive NJ SLS WL.7.1.NM.A.2 NJ SLS WL.7.1.NM.A.3 NJ SLS WL.7.1.NM.A.4 NJ SLS WL.7.1.NM.A.5</p> <p>Interpersonal NJ SLS WL.7.1.NM.B.4 NJ SLS WL.7.1.NM.B.5</p> <p>Presentational NJ SLS WL.7.1.NM.C.5</p> | <p>Students will be able to use new vocabulary to express basic information about themselves and their family in Spanish.</p> <p>Students will be able to use basic cultural knowledge to communicate information about Hispanic families.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> Construct sentences using vocabulary words and phrases to talk about their family Recognize family words Construct sentences to tell who lives in their home Construct sentences with appropriate gender using vocabulary words and phrases Use the South American folktale "Heart of a Butterfly <i>Corazón de mariposa</i>" to extend comprehension of Spanish culture. Explain the composition of family and family | <p>Heart of a Butterfly</p> <p><i>Corazón de mariposa</i></p> <p>South American folktale</p> | <p>Yo tengo una/un...</p> <p>En mi casa vive mi...</p> | <p>1.mamá 2.papá 3.hermana 4.hermano 5.abuela 6.abuelo 7.tía 8.tío 9.primos 10.casa</p> |

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| | | | | celebrations in Spanish culture. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 2: Numbers <i>Los numeros</i> | 5 weeks | <u>Interpretive</u> NJ SLS WL.7.1.NM.A.2 NJ SLS WL.7.1.NM.A.4 NJ SLS WL.7.1.NM.A.5 <u>Interpersonal</u> NJ SLS WL.7.1.NM.B.2 NJ SLS WL.7.1.NM.B.4 NJ SLS WL.7.1.NM.B.5 <u>Presentational</u> NJ SLS WL.7.1.NM.C.2 NJ SLS WL.7.1.NM.C.3 | <p>Students will be able to use basic counting skills.</p> <p>Students will be able to use basic number knowledge to communicate information about themselves.</p> <p>Students will be able to use basic cultural knowledge to communicate information about Hispanic traditions.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> Recognize numbers from 0-10 in no sequential order. Pronounce numbers 0-10 in Spanish. State age in a complete Spanish sentence. Construct a complete sentence using the vocabulary phrase and numbers learned to tell a phone number. Use the Guatemalan folktale "Pedro and the Giant Pedro y el gigante" to understand Spanish | Pedro and the Giant Pedro y el gigante Guatemalan folktale Quinceanera | Yo tengo__ años. Mi número de teléfono es... | 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez 11. cero 12. Número |

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| | | | | <ul style="list-style-type: none"> • Explain the cultural celebration called Quinceañera. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 3: Greetings <i>Los saludos</i> | 6 weeks | <u>Interpretive</u> NJ SLS WL.7.1.NM.A.2 NJ SLS WL.7.1.NM.A.3 NJ SLS WL.7.1.NM.A.4 <u>Interpersonal</u> NJ SLS WL.7.1.NM.B.2 NJ SLS WL.7.1.NM.B.3 <u>Presentational</u> NJ SLS WL.7.1.NM.C.3 | <p>Students will be able to use proper terms to start and end a conversation in a polite manner.</p> <p>Student will be able to use cultural knowledge gained to communicate non-verbal greetings in Spanish culture.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> • Greet others in Spanish. • Identify and use Spanish Greetings to start and end conversations. • Construct responses to conversation. • Use polite words in Spanish conversation. • Use the Mayan legend “The Rabbit’s Ears <i>Las orejas del conejo</i>” to understand Spanish culture. • Identify how Hispanic cultures | The Rabbit’s Ears <i>Las orejas del conejo</i> Mayan legend Kiss on the cheek, handshake, and hug | Yo soy ____. ¿Cuál es tu nombre? ¿Cómo te llamas? ¿Cómo estás? No muy bien ¿Y tu? Yo me llamo... | 1.Hola 2.Buenos días 3.Buenas tardes 4.Buenas noches 5.Adíós 6.Muy bien 7.Bien, gracias 8.Por favor |

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| | | | | use nonverbal greetings. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 4: Adjectives/ Feelings Los adjetivos | 7 weeks | <u>Interpretive</u> NJ SLS WL. 7.1.NM.IPRET.1 NJ SLS WL. 7.1.NM.IPRET.2 NJ SLS WL. 7.1.NM.IPRET.5 <u>Interpersonal</u> NJ SLS WL. 7.1.NM.IPERS.1 NJ SLS WL. 7.1.NM.IPERS.3 NJ SLS WL. 7.1.NM.IPERS.4 <u>Presentational</u> NJ SLS WL. 7.1.NM.PRSNT.1 NJ SLS WL. 7.1.NM.PRSNT.3 NJ SLS WL. | Students will be able to use new vocabulary to express basic information to describe themselves and tell how they feel. Students will be able to use basic knowledge to communicate cultural traditions. | Students will be able to... <ul style="list-style-type: none"> Construct sentences using vocabulary words and phrases to talk about their feelings Identify, define, and use different adjectives Construct sentences to describe themselves. Construct sentences with appropriate gender using vocabulary words and phrases Use the Cuban folktale “The Deer and the Turtle <i>El venado y la tortuga</i>” to extend comprehension of Spanish culture. | The Deer and the Turtle <i>El venado y la tortuga</i> Cuban folktale | Yo me siento... Yo soy... | 1.feliz 2.triste 3.emocionado/a 4.molesto/a 5.asustado/a 6.fuerte 7.grande 8.pequeño/a 9.rápido/a 10.Yo soy... |

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| | | 7.1.NM.PRSNT.4 NJ SLS WL. 7.1.NM.PRSNT.5 | | <ul style="list-style-type: none"> Explain the festival of “The Running of the Bulls” in Spanish culture. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 5: Food <i>La comida</i> | 6 weeks | <u>Interpretive</u> NJ SLS WL. 7.1.NM.IPRET.1 NJ SLS WL. 7.1.NM.IPRET.3 NJ SLS WL. 7.1.NM.IPRET.5 <u>Interpersonal</u> NJ SLS WL. 7.1.NM.IPERS.1 NJ SLS WL. 7.1.NM.IPERS.2 NJ SLS WL. 7.1.NM.IPERS.3 <u>Presentational</u> NJ SLS WL. 7.1.NM.PRSNT.2 NJ SLS WL. 7.1.NM.PRSNT.4 NJ SLS WL. 7.1.NM.PRSNT.5 | <p>Students will be able to use new vocabulary to express basic information about wants and likes related to food.</p> <p>Students will be able to use basic knowledge to communicate cultural traditions.</p> | Students will be able to... <ul style="list-style-type: none"> Identify, define, and use meal words. Construct sentences using vocabulary words and phrases to tell what “I want” to eat. Construct sentences using vocabulary words and phrases to tell what “I like” and “I don’t like”. Use the Aztec Legend “The Legend of the Corn – La leyenda del maíz” to understand Spanish culture. | The Legend of the Corn – La leyenda del maíz Aztec Legend Tortilla y tortilleria | Yo quiero... Me gusta/an las/el/la... No me gusta/an... | 1. leche 2. jugo 3. frutas 4. verduras 5. carbe 6. maíz 7. desayuno 8. almuerzo 9. cena 10. arroz |

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| | | | | <ul style="list-style-type: none"> Explain the cultural tradition of tortillas. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 6: Community/ Professions La comunidad | 6 weeks | <u>Interpretive</u> NJ SLS WL. 7.1.NM.IPRET.1 NJ SLS WL. 7.1.NM.IPRET.3 NJ SLS WL. 7.1.NM.IPRET.4 NJ SLS WL. 7.1.NM.IPRET.5 <u>Interpersonal</u> NJ SLS WL. 7.1.NM.IPERS.1 NJ SLS WL. 7.1.NM.IPERS.3 NJ SLS WL. 7.1.NM.IPERS.4 <u>Presentational</u> NJ SLS WL. 7.1.NM.PRSNT.1 NJ SLS WL. | Students will be able to use new vocabulary to express basic information about community and professions. Students will be able to use basic knowledge to communicate Spanish cultural traditions. | Students will be able to... <ul style="list-style-type: none"> Identify, define, and use different job/profession words in Spanish. Construct sentences using vocabulary words and phrases to tell what “I want to be” when I grow up. Construct sentences using vocabulary words and phrases to tell where “I want to go”. Construct complete sentence responses to questions in Spanish about where things are. Use the Guatemalan folktale “A Father’s | A Father’s Lesson- La lección de un padre Guatemalan folktale Mariachis | Yo quiero ser... Yo quiero ir a la... Yo quiero ir al... ¿Dónde está el/la...? | 1.bombero/a 2.policía 3.doctor/a 4.artista 5.autor/a 6.presidente/a 7.tienda 8.biblioteca 9.parque 10.museo |

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| | | 7.1.NM.PRSNT.4 NJ SLS WL. 7.1.NM.PRSNT.5 | | Lesson- La lección de un padre” to understand Spanish culture. <ul style="list-style-type: none"> Explain the cultural tradition of Mariachis. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 7: Body El cuerpo | 6 weeks | <p><u>Interpretive</u> NJ SLS WL. 7.1.NM.IPRET.1 NJ SLS WL. 7.1.NM.IPRET.2 NJ SLS WL. 7.1.NM.IPRET.5</p> <p><u>Interpersonal</u> NJ SLS WL. 7.1.NM.IPERS.1 NJ SLS WL. 7.1.NM.IPERS.2 NJ SLS WL. 7.1.NM.IPERS.4</p> <p><u>Presentational</u> NJ SLS WL. 7.1.NM.PRSNT.1</p> | <p>Students will be able to use basic body terms.</p> <p>Students will gain an understanding of how home remedies are used as cultural traditions.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> Identify, define, use different body words Construct a sentence using vocabulary words and the correct phrase to tell what body parts they have. Construct a sentence using vocabulary words and the correct phrase to tell what body part hurts. Construct responses to questions. | <p>The Armadillo - El armadillo</p> <p>Bolivian legend</p> <p>Home remedies</p> | <p>Yo tengo...</p> <p>Me duele el/la...</p> <p>Me duelen los/las...</p> | <p>1. cabeza 2. cara 3. ojos 4. nariz 5. boca 6. orejas 7. manos 8. piernas 9. brazos 10. pies</p> |

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| | | NJ SLS WL. 7.1.NM.PRSNT.3 NJ SLS WL. 7.1.NM.PRSNT.4 NJ SLS WL. 7.1.NM.PRSNT.5 | | <ul style="list-style-type: none"> • Use Bolivian legend “The Armadillo - El armadillo” to understand Spanish culture. • Define Home remedies used as cures in Spanish speaking countries. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 8: Review | 4 weeks | <p><u>Interpretive</u> NJ SLS WL. 7.1.NM.IPRET.1 NJ SLS WL. 7.1.NM.IPRET.2 NJ SLS WL. 7.1.NM.IPRET.3 NJ SLS WL. 7.1.NM.IPRET.4 NJ SLS WL. 7.1.NM.IPRET.5</p> <p><u>Interpersonal</u> NJ SLS WL. 7.1.NM.IPERS.1</p> | <p>Students will express basic information in Spanish.</p> <p>Students will be able to demonstrate comprehension of Spanish culture and traditions.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> • Recognize, verbalize, identify, and use Spanish vocabulary. • Construct sentences using vocabulary words and the correct phrases. • Present important aspects of Hispanic culture. | Legends, folktales, and fables presented in units 1-7. | Phrases presented in units 1-7. | Vocabulary presented in units 1-7. |

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| | | <p>Presentational NJ SLS WL. 7.1.NM.PRSNT.1 NJ SLS WL. 7.1.NM.PRSNT.3 NJ SLS WL. 7.1.NM.PRSNT.4 NJ SLS WL. 7.1.NM.PRSNT.5</p> | | | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| <p>Unit 9: Animals <i>Los animales</i></p> | 6 weeks | <p>Interpretive NJ SLS WL.7.1.NM.A.2 NJ Interpersonal NJ SLS WL.7.1.NM.B.4 NJ SLS WL.7.1.NM.B.5</p> <p>Presentational SLS WL.7.1.NM.A.4 NJ SLS WL.7.1.NM.C.2 NJ SLS WL.7.1.NM.C.3</p> | <p>Students will express basic information about animals in Spanish.</p> <p>Students will be able to talk about their favorite animal and the difference between pets in Spain versus here.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> Recognize, verbalize, identify, and use Spanish animal vocabulary. Construct sentences using vocabulary words and the correct phrases to tell the pet they have. Construct sentences using vocabulary words and the correct phrases to name what animals they like and don't like. Use the Mayan legend, "The Firefly La luciérnaga" to | <p>The Firefly La luciérnaga</p> <p>Mayan legend</p> <p>The llama</p> | <p>Me gustan... No me gustan... Yo tengo un/una... Mi mascot es...</p> | <ol style="list-style-type: none"> perro gato caballo león mono elefante oso tigre pájaro pez |

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| | | | | <p>understand Spanish culture.</p> <ul style="list-style-type: none"> Identify and make conclusions about important aspects of the llama in Mexican culture. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 10: Colors <i>Los colores</i> | 6 weeks | <u>Interpretive</u> NJ SLS WL.7.1.NM.A.2 NJ SLS WL.7.1.NM.A.4 NJ SLS WL.7.1.NM.A.5 <u>Interpersonal</u> NJ SLS WL.7.1.NM.B.2 NJ SLS WL.7.1.NM.B.4 NJ SLS WL.7.1.NM.B.5 <u>Presentational</u> NJ SLS WL.7.1.NM.C.2 NJ SLS WL.7.1.NM.C.3 | <p>Students will be able to use basic color terms.</p> <p>Students will gain an understanding of how color is used in cultural traditions.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> Name different colors Recognize Spanish words that describe color Indicate/Label the different colors in Spanish Construct a sentence using vocabulary words and the correct phrase to name their favorite color Construct a sentence using vocabulary words and the correct phrase to tell what color is not their favorite. | The Legend of the Rainbow La leyenda del arcoíris Venezuelan legend Huipil | Mi color favorito es... ...no es mi color favorito ¿Cuál es tu color favorito? ¿Cuál no es tu color favorito? | 1. rojo/a 2. amarillo/a 3. azul 4. verde 5. anaranjado/a 6. morado/a 7. blanco/a 8. negro/a 9. marrón 10. rosado/a |

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| | | | | <ul style="list-style-type: none"> • Construct responses to questions. • Use Venezuelan legend “The Legend of the Rainbow La leyenda del arcoíris” to understand Spanish culture. • Define Huipil blouses and explain why they show respect. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 11: Clothes La Ropa | 6 weeks | <p>Interpretive NJ SLS WL. 7.1.NM.IPRET.1 NJ SLS WL. 7.1.NM.IPRET.2 NJ SLS WL. 7.1.NM.IPRET.3 NJ SLS WL. 7.1.NM.IPRET.4 NJ SLS WL. 7.1.NM.IPRET.5</p> <p>Interpersonal NJ SLS WL. 7.1.NM.IPERS.1</p> <p>Presentational</p> | <p>Students will express basic information about clothes in Spanish.</p> <p>Students will understand clothing markets in Spanish-speaking countries.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify, define, and use clothing words • Construct sentences using vocabulary words and the correct phrases to ask and answer questions about what they are wearing. • Construct sentences using vocabulary words and the correct phrases to tell what clothes they have and don't have. • Use the Cuban folktale, “Martina the Cockroach and Perez the Mouse-La cucaracha Martina y el | <p>Martina the Cockroach and Perez the Mouse-La cucaracha Martina y el ratón Pérez</p> <p>Cuban folktale</p> <p>Street Markets</p> | <p>Yo llevo un/una... Yo llevo unos/unas... Yo llevo... ¿Qué ropa llevas tú? Yo tengo un/una... Yo tengo unos/unas... Yo no tengo un/una... Yo no tengo unos/unas...</p> | <p>1. pantalón 2. camisa 3. blusa 4. vestido 5. falda 6. zapatos] 7. botas 8. suéter 9. chaqueta 10.pajama</p> |

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| | | NJ SLS WL. 7.1.NM.PRSNT.1 NJ SLS WL. 7.1.NM.PRSNT.4 | | <p><i>ratón Pérez”</i> to understand Spanish culture.</p> <ul style="list-style-type: none"> Identify and make conclusions about important aspects of Hispanic street markets. Compare and contrast our clothing malls/stores with street markets in Spanish-speaking countries. | | | |
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| Unit Title | Duration | Related Standards | Learning Goal | Topics and Skills | Authentic Story/ Origin/ Culture | Phrases | Vocabulary (Spanish) |
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| Unit 13: School/ Classroom <i>La escuela</i> | 6 weeks | <p><u>Interpretive</u> NJ SLS WL.7.1.NM.A.2 NJ SLS WL.7.1.NM.A.4 NJ SLS WL.7.1.NM.A.5</p> <p><u>Interpersonal</u> NJ SLS WL.7.1.NM.B.2 NJ SLS WL.7.1.NM.B.4 NJ SLS WL.7.1.NM.B.5</p> <p><u>Presentational</u></p> | <p>Students will express basic information about school in Spanish.</p> <p>Students will understand how their classroom is the same and/or different from a classroom in Spain.</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> Recognize, verbalize, define, and use classroom words Construct sentences using vocabulary words and the correct phrases to say what they have in their bookbags and in their class. Use the Argentinian fable, “ The Cats in School <i>Los gatitos en la escuela</i>”to understand Spanish culture. | <p>The Cats in School <i>Los gatitos en la escuela</i></p> <p>Argentinian fable</p> <p>Schools in Hispanic countries</p> | <p>En mi clase hay... En mi mochila tengo... Yo tengo una/un... Yo tengo...</p> | <ol style="list-style-type: none"> escuela maestro/a amigos escritorio lápices cuaderno libros crayones mochila recreo |

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| | | NJ SLS WL.7.1.NM.C.2 NJ SLS WL.7.1.NM.C.3 | | <ul style="list-style-type: none">● Identify and make conclusions about important aspects of Hispanic schools● Compare and contrast our school and schools in Mexico. | | | |
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