



West Windsor-Plainsboro Regional School District
Spanish Culture and Literacy Grade 3

Unit 1: Cómo la migración formó a América Latina / How Immigration formed Latin America

Content Area: World Language

Course & Grade Level: 3rd Grade DLI Spanish Enrichment

Summary and Rationale

Students in the Dual Language Immersion program learned in second grade that Spanish is spoken as a primary language in over 20 different countries, the majority of these countries being located in Latin America. Students know that indigenous groups and Afro-descendants have had a major influence on language and culture in Latin America. This unit will help students learn more about influential Latin Americans through study of these individuals, their professions, and their origins during Hispanic Heritage Month. Students will build upon their knowledge of what groups make up Latin American Spanish speakers by further studying immigration patterns into and within Latin America. Students will learn that just because a family emigrates, does not mean that the culture is left behind in the home country. This will also help lay the foundation for future units of study where students will learn about additional influences to the Spanish language and culture including by Arabic and Asian groups.

Recommended Pacing

20 days

State Standards

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #

Cumulative Progress Indicator (CPI)

7.1.IL.IPRET.1:	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2:	React to a series of oral and written instructions connected to daily life.
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7.1.IL.IPRET.5:	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6:	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1:	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2:	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3:	Give and follow a series of oral and written directions, commands, and requests for

	participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5:	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6:	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1:	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2:	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4:	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5:	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
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9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2:	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.GCA:1:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
New Jersey Student Learning Standards for Technology	
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8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards: Social Studies	
6.1.2.CivicsPI.4:	Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5:	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPR.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.GI.1:	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2:	Use technology to understand the culture and physical characteristics of regions.
6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Instructional Focus

Unit Enduring Understandings

- There are numerous Spanish speakers and people of Hispanic origin that have made various important contributions to the world as we know it including the areas of government, science, the arts, literature, and athletics.
- Spanish speakers and people of Hispanic origin have descended from people that have emigrated to Latin America from different areas and have also moved within the Americas, helping shape the different latinx cultures that we know today.
- When people emigrate, they bring elements of their originating culture with them, which becomes passed down through the generations, and becomes woven into the fabric of the community.

Unit Essential Questions

- What makes up culture?
- Where is Spanish spoken? What places do Spanish speakers come from and where are they now?
- Who are some well-known people who speak Spanish and/or are of Hispanic origin?
- What contributions have Hispanics and Spanish speakers made to the world?
- In which professions and areas have Spanish speakers and Hispanics made important contributions?
- How do we use the Spanish language to describe someone's identity (i.e. countries of origin, career)?
- Why have people emigrated? Why do people emigrate today? How has immigration shaped diverse Spanish-speaking and Hispanic communities? How do immigrants pass along their culture to future generations and to their neighbors in their new communities?

Objectives

Students will know:

- Elements of culture
- The names of countries and communities where Spanish is spoken
- Flags of Spanish-speaking countries
- How and why Spanish came to be spoken in so many countries and communities
- The idea that immigrant families pass along traditions to younger generations and to their neighborhood
- Vocabulary to describe careers and hobbies

- Adjectives to describe one's country of origin and/or ethnic identity
- Phrases for expressing opinions, explaining significance, and comparing & contrasting
- Vocabulary for discussing literature in Spanish
- Vocabulary to read and write recipes in Spanish

Students will be able to:

- Identify elements of culture
- Identify Spanish-speaking countries and communities
- Identify and describe flags of Spanish-speaking countries
- Explain the spread of the Spanish language across the world
- Identify names of careers and hobbies
- Describe someone based on country of origin and/or ethnicity
- Identify and describe cultural products and/or practices that have been brought by immigrant families and passed down through the generations
- Express opinions related to various cultural products
- Explain contributions to the world made by Spanish speakers and/or people of Hispanic origin
- Compare and contrast features of Spanish-speaking cultures and communities
- Identify key vocabulary words from Hispanic stories
- Discuss, describe, re-tell, recite, and rewrite passages from Hispanic stories
- Utilize terminology to discuss literature in Spanish
- Apply information from stories to real-life situations
- Compare and contrast elements from different stories
- Interpret and re-write recipes in Spanish

Resources

Suggested Resources:

- Where did Spanish originate, where is it spoken today, and how did the Spanish language spread? [Picture prompts](#)
- Interactive [map](#) video
- Website: [Create a Virtual Trip Using Google Earth](#)
- Video: History of [Hispanic Heritage Month](#)
- Video overview: [Hispanic Heritage Month](#) - Famous Spanish Speakers
- Video playlist: [Playlist of famous Spanish speakers](#) - Famous Spanish speakers
- Quizlet: [Flags](#) of Spanish Speaking Countries and Flag [Vocabulary](#)
- Flashcards: [Flags of the Spanish Speaking World](#)
- Video: Day of the Flag [example](#) (México)
- Video: [Seven natural wonders](#) of Latin America
- Infographic: Six Commonly Visited [Sites](#) in Latin America
- Article: [Maravillas latinoamericanas](#)
- Articles: From [Qué tal - España, Ecuador, La república dominicana](#)
- Video: [Dances & Music](#) of América Latina
- Infographics: Food from [Latin America](#) and [Spain](#)
- Interpretive: [Resources & questions](#) to modify
- Video read-alouds:
 - [El cochinito fugitivo por James Luna leído en voz alta](#)

- [Las tortillas del burro](#)
- [Ratoncito Perez y the Tooth Fairy, El Ratoncito Pérez y The Tooth Fairy Read Aloud](#)
- Hispanic folk tales, legends, and fables:
 - [Folk Tales and Legends: Hispanic Heritage | Colorín Colorado](#)
 - [Fairy Tales and Fables: Hispanic Heritage | Colorín Colorado](#)
- Video about immigration: [Migración: causas y efectos | Así está la cosa](#)
- Video about the discovery of America: [EL DESCUBRIMIENTO DE AMÉRICA | Vídeos Educativos para niños](#)
- Resources of famous latinos and Afrolatinos: [71 latinos que cambiaron el mundo](#), [Afrolatinos famosos](#)
- Story maps: [Mapa del cuento-secuencia sencilla.pdf](#), [mapa del cuento 1.pdf](#), [Mapa del cuento 2.pdf](#), [mapa del cuento 3.pdf](#)
- Main idea sheet: [Idea principal.png](#)
- Character traits sheet: [Características de personajes.png](#)
- Event sequence sheets: [Secuencia de eventos.pdf](#), [Secuencia de eventos 2.png](#)
- Book report: [Reporte del libro.pdf](#)
- Supporting props and visual aides

Unit 2: La diversidad de España / The diversity of Spain

Content Area: World Language

Course & Grade Level: 3rd Grade DLI Spanish Enrichment

Summary and Rationale

Dual Language Immersion students have become familiar with the places where Spanish is spoken and some of the influences on the language and cultures, including those of the indigenous groups in the Americas and the Afro-descendants. This unit will help students further understand the background of their spoken language of Spanish by learning about linguistic, cultural, ethnic, and biodiversity in Spain. Students will learn about the different groups that have influenced Spain and the Spanish language, inclusive of its European and African

neighbors. Further learning will take place specifically around the Arabic influence seen and heard around Spain. Students will compare and contrast vocabulary, pronunciation, and structures used in Spanish in different regions of Spain along with Latin America. Students will also learn about the languages other than Spanish spoken in different regions in Spain.

Recommended Pacing

20 days

State Standards

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6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
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Instructional Focus

Unit Enduring Understandings

- Spain is a diverse place in its natural landscape, languages, cultures, and ethnicities due to its history as well as the influences and immigration from neighboring countries.
- The influence of the Arabic people, language, and culture is seen and heard in Spain and other Spanish-speaking places.
- The Spanish language may look and sound different depending on the country and region of the people speaking it, and languages besides Spanish are important in some Spanish-speaking countries.

Unit Essential Questions

- What are some things that make Spain special?
- How do the different regions of Spain compare and contrast with one another?
- How have neighboring countries and immigrant groups helped shape Spain throughout its history?
- What natural features contribute to the uniqueness of the different regions of Spain?
- What are the different languages spoken in Spain? Why are there important languages besides Spanish?
- What specific contributions have Arabic communities made to the Spanish language and culture?
- How does Spanish look and sound different depending on the country and region of the people speaking it?
- What other languages are important in Spanish-speaking countries? Why?

Objectives

Students will know:

- Vocabulary to describe geographical features
- Names of different languages spoken in Spain
- The names of different regional and ethnic groups in Spain
- How the cultures of Spain have been shaped by its natural landscape, neighboring countries, and immigrant groups throughout its history
- Vocabulary to compare and contrast different cultural products and express preferences
- The origins of some Spanish words that have been influenced by Arabic languages
- Specific contributions to the Spanish-speaking world by Arabic peoples
- Different pronunciations of Spanish words and different linguistic structures depending on the country, region, and/or group speaking
- Vocabulary and language functions necessary to describe, compare, and contrast linguistic and phonetic diversity

Students will be able to:

- identify some geographical features of Spain
- identify regions of Spain
- identify the names of languages spoken in Spain and other Spanish-speaking countries
- explain the origin of some Spanish words that come from Arabic languages
- describe people of Spain using region and/or ethnicity
- explain how immigration and neighboring countries have helped shape the cultures of Spain
- identify and describe specific cultural products of Spain influenced by Arabic peoples
- compare, contrast, and express preferences of cultural products of Spain
- compare and contrast linguistic and phonetic differences of the Spanish language in different regions and countries
- compare and contrast linguistic and phonetic differences of languages spoken in different regions and countries

Resources

Suggested Resources:

- [Activities about Spain \[regions, geography, languages\]](#)
- Terms for [geographical features](#) and descriptions
- Video: [10 Places](#) to see in Spain
- Video clips from: [The History of the Spanish Language](#)
- Supporting props and visual aides
- [Moorish influences on the Spanish language and culture](#)
- [Reference, languages of Spain](#)
- Video of students learning aranés in a school in Spain: [TV3 - Caçadors de paraules: Una escola aranesa](#)
- Video of colors in Basque: [Los COLORES en EUSKERA | Aprende EUSKERA | Nivel BÁSICO | Euskera con Anna](#)
- Video of numbers and other simple words in Galician: [Os Números](#)
- Video of numbers and other simple words in Catalán [Números del 1 al 10 En Català amb la Cleo y L'Àfrica](#)
- Video of different parts of Spain: [Viajemos por España.](#)
- Seville bus schedule: [Horario de bus en Sevilla.pdf](#)
- Bus map from Seville: [Sevilla bus map.pdf](#)
- [Video about different Spanish dialects](#)
- [Todo sobre España para niños](#)
- [Todo sobre España](#)
- [Español en Latinoamérica y en España](#)
- [Shrek en español de España y español de Latinoamérica](#)

Unit 3: La fusión de culturas hispanas y asiáticas / The fusion of Hispanic and Asian cultures

Content Area: World Language

Course & Grade Level: 3rd Grade DLI Spanish Enrichment

Summary and Rationale

Students in the Dual Language Immersion program have learned about numerous influences on the Spanish language and Hispanic cultures in Spain and Latin America. In this unit, which will coincide with Asian American and Pacific Islander Heritage Month, students will learn various ways in which Hispanic cultures and Asian cultures have intersected around the world. This is important as many of our students are of Asian heritage and previously may not have seen themselves represented in the Spanish Culture and Literacy Curriculum. While these students and families are invested in learning Spanish by having participated in the DLI program for the last four years, it will be validating for these students to see the connections between the cultures and for students to have the opportunity to compare and contrast elements of hispanic, Asian, and “fusion” cultures (such as the Philippines). Students who are not of Asian heritage will have an opportunity to learn more about their classmates and see their classmates’ cultures also having a home in the Spanish-speaking community.

Recommended Pacing

20 days

State Standards

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6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Hispanic cultures and Asian cultures have intersected around the world. ● People of Asian origin have made important contributions in Spanish speaking countries. ● People of Hispanic origin have made important contributions to Asian and Pacific Islander communities. 	

- While there are differences between Asian cultures and Hispanic cultures, there are many similarities.
- People of Asian origin are a part of the Spanish-speaking community.
- Spanish words may appear in Asian languages, Asian words may appear in Spanish, and there are places where the Asian and Spanish lexicons have fused to create new languages.

Unit Essential Questions

- Where have Hispanic and Asian cultures intersected around the world?
- Why have Asian people migrated to Spanish-speaking countries?
- What contributions have people of Asian origin made in Spanish speaking countries?
- What contributions have Hispanics and Spanish speakers made to Asian and Pacific Islander communities?
- What are the results of the intersection of Asian and Hispanic cultures?
- How do Hispanic, Asian, and “fusion” cultures compare and contrast with one another ?

Objectives

Students will know:

- Vocabulary for naming some Asian countries and languages in Spanish as well as describing ethnicity and cultural symbols
- Vocabulary for defining and explaining migration
- Vocabulary to describe Asian influences on Spanish-speaking communities (including popular foods, ingredients, instruments, music, art, dances, stories, etc.) and make connections to Asian influences in their community
- Vocabulary to describe Hispanic influences on Asian communities (including popular foods, ingredients, instruments, music, art, dances, stories, etc.) and make connections to their own community
- Reasons why Asian groups have migrated to Spanish-speaking countries
- Vocabulary to compare and contrast languages and cultures
- Some stories from the Philippines

Students will be able to:

- Identify names of Asian countries and languages in Spanish
- Describe Asian ethnicities and cultural symbols of Asian countries in Spanish
- Identify cultural artifacts in Hispanic communities with Asian influence
- Identify cultural artifacts in Asian communities with Hispanic influence
- Identify places where Asian and Hispanic cultures have intersected and explain its impact
- Express opinions about Asian-Hispanic cultural artifacts and explain their reasoning
- Research and present information an Asian culture and a Hispanic culture
- Compare and contrast Asian, Hispanic, and “fusion” communities and languages
- Identify key vocabulary words from Hispanic stories
- Discuss, describe, re-tell, recite, and rewrite passages from Hispanic stories
- Use literary terminology to discuss literature in Spanish
- Apply information from these stories to real-life situations
- Compare and contrast elements from different stories

Resources

Suggested Resources:

- Asian festivals celebrated in Latin America
 - [Festival de Diwali en Buenos Aires](#)
 - [Año Nuevo Chino en Biobio, Chile](#)

- The Spanish language influence in the Philippines
 - Video: [Spanish vs Philippines similarities](#)
- Story: [Pan de Sal Saves the Day](#)
- Filipino fairy tales: [Tatlo Munting Prinsesa](#), [Ang kulay-ube garapon](#)
- Chinese restaurant menu from Puerto Rico: [Menú chino de Puerto Rico p.1.png](#)[Menú chino p.2.png](#)[Menú chino p.3.png](#)[Menú chino p.4.png](#)
- Korean restaurant menu in Guatemala: [Menú coreano en Guatemala p.1.png](#)[Menú coreano en Guatemala p.2.png](#)[Menú coreano en Guatemala p.3.png](#)
- Asian country names in Spanish on a map: [Mapa del mundo.png](#)
- Story maps: [Mapa del cuento-secuencia sencilla.pdf](#), [mapa del cuento 1.pdf](#), [Mapa del cuento 2.pdf](#), [mapa del cuento 3.pdf](#)
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