



West Windsor-Plainsboro Regional School District
Spanish Culture and Literacy Grade 2

Unit 1: El mundo hispanohablante / The Spanish-Speaking World

Content Area: World Language	
Course & Grade Level: 2nd Grade DLI Spanish Enrichment	
Summary and Rationale	
<p>In the Dual Language Immersion program, we empower our students to be more than multilingual; we empower our students to be multicultural global citizens. This idea is in line with the United Nations’ Sustainable Development Goals (2015), which remind us that <i>all</i> people need to work towards promoting global partnerships, because, as the UN notes, “the world is more interconnected than ever...[and] improving access to knowledge and technology is an important way to share ideas.” As such, this unit is designed to help students understand the diversity of the Spanish-speaking world. Students will spend Hispanic Heritage Month exploring where Spanish is spoken in the world and what makes those places special. In order to have successful interactions with Spanish-speakers across global communities, teachers will help students to communicate, read, and write about the Spanish-speaking world at the Intermediate-Low level. This unit will lay the foundation for future units that explore and celebrate communities that are often marginalized within this Spanish-Speaking world. Together, these three units will help students to “assume active roles in their communities, to face and engage global challenges and to contribute proactively toward a more peaceful, just, inclusive, and secure world” (WW-P Strategic Goal #2).</p>	
Recommended Pacing	
20 days	
State Standards	
<p>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.</p>	
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.
7.1.IL.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4:	Infer the meaning of some unfamiliar words and ideas in some new contexts.
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)
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	
CPI #	Cumulative Progress Indicator (CPI)
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

- Students can become better global citizens by learning more than another language; students can learn about the cultures where those languages are spoken!
- As a Spanish speaker, I can appreciate the diversity of the Spanish-speaking world.
- Communities often find meaning in shared symbols. Studying a symbol associated with a particular community can teach us a lot about that community.
- Culture is the way of life of a group of people. When studying the cultures of Spanish-speaking countries, there is rarely one, uniform description of a country's culture, because countries are home to many groups of people who express their cultural identity in diverse ways.
- We can learn about a culture by studying any of the practices, products, and perspectives associated with a group of people.
- Over time, the Spanish language has spread across the globe through travel, imperialism, migration, and other means.
- There are similarities and differences across Spanish-speaking cultures.
- Knowing more about other cultures can help me grow in empathy.

Unit Essential Questions

- Where is Spanish spoken?
- How did Spanish come to be spoken in so many communities?
- What makes a community special?
- What symbols are important in the community that I am studying? Why?
- What are some similarities and differences between Spanish-speaking communities and the community where I live?

Objectives

Students will know:

- The names of countries and communities where Spanish is spoken
- How Spanish came to be spoken in so many countries and communities
- What symbols are important in various communities and why those symbols are important

- Vocabulary to describe special features of Spanish-speaking communities, i.e. cultural artifacts, geography, music, art, dance, gastronomy, sports, architecture, traditions/celebrations, religion, clothes, etc.
- Phrases for expressing opinions, explaining significance, and comparing & contrasting

Students will be able to:

- Identify Spanish speaking countries and communities
- Describe the cultural and historic significance of certain community symbols (i.e. flags, shields, monuments)
- Explain the spread of the Spanish language across the world
- Express opinions related to various cultural products
- Explain what makes a community special, including, but not limited to: cultural artifacts, geographic features, music, art, dance, gastronomy, etc.
- Compare and contrast features of Spanish-speaking cultures and students' home cultures

Resources

Suggested Resources:

- Virtual Museum: [Unit 1 Museum](#) with 5 Rooms of Artifacts
- Where did Spanish originate, where is it spoken today, and how did the Spanish language spread? [Picture prompts](#)
- Book: [10 viajes y un sueño](#)
- Book: [Los viajes de Gustavo](#)
- Book: [Bailar en las nubes](#)
- Interactive [map](#) video
- Template: Create your own [passport](#)
- Website: [Create a Virtual Trip Using Google Earth](#)
- Video: History of [Hispanic Heritage Month](#)
- Playlist: [Mes de la herencia hispana](#) with videos of children
- Video: [Hispanic Heritage Month](#) - Famous Spanish Speakers
- Video clips from: [The History of the Spanish Language](#)
- Quizlet: [Flags](#) of Spanish Speaking Countries and Flag [Vocabulary](#)
- Flashcards: [Flags of the Spanish Speaking World](#)
- Video: Day of the Flag [example](#) (México)
- Terms for [geographical features](#) and descriptions
- Video: [Seven natural wonders](#) of Latin America
- Infographic: Six Commonly Visited [Sites](#) in Latin America
- Video: [10 Places](#) to see in Spain
- 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
- [Fact sheet: Spanish-speaking countries](#)
- [SpanishSpeakingCountriesoftheWorldActivityCountryFactSheets-1 \(3\).pdf](#)

Unit 2: Las comunidades indígenas / Indigenous Communities

Content Area: World Language

Course & Grade Level: 2nd Grade DLI Spanish Enrichment

Summary and Rationale

Latin American culture as we know it today has been shaped by multiple groups, with indigenous peoples being at the core of this influence through their own languages and traditions that have become a part of the Spanish lexicon and well-known tales of the elements of our universe. Understanding these stories, languages, and symbols of indigenous groups, especially prior to the arrival of European influence is key to having a deep understanding of Latin American culture. As students work with these stories, they will also gain an understanding of and utilize vocabulary to discuss literature in the Spanish language.

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.

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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	
<ul style="list-style-type: none"> Students can become better global citizens by learning more than another language; students can learn about the cultures where those languages are spoken! 	

- As a Spanish speaker, I can appreciate the diversity of the Spanish-speaking world.
- There are similarities and differences across Spanish-speaking cultures.
- Indigenous peoples and groups have contributed to the literary history of Spanish-speaking cultures through many folkloric tales as to how many features of our living beings, land, seas, and universe took shape.
- Through learning about and re-telling folkloric tales from indigenous peoples and groups across the Spanish-speaking world, students will gain a greater appreciation for elements of nature and the universe that we enjoy.
- Students can use their Spanish-language skills to discuss literature.

Unit Essential Questions

- Who are some of the indigenous groups that have contributed to the Spanish-speaking world?
- Where do these indigenous groups reside?
- What languages have been spoken by these indigenous groups?
- How have indigenous languages influenced Spanish vocabulary?
- What have indigenous peoples and groups taught us about our land, seas, and universe?
- How do folkloric stories from indigenous peoples and groups in the Spanish-speaking world compare and contrast with one another and with other stories I may know about our land, seas, and universe?
- How do I use the Spanish language to discuss literature?

Objectives

Students will know:

- The names of some indigenous peoples and groups that have made literary contributions to Spanish-speaking communities
- The places where indigenous peoples and groups reside
- The languages that have been spoken by indigenous groups in present day Spanish-speaking lands
- The origins of some Spanish words that have been influenced by indigenous languages
- Vocabulary and language functions necessary to comprehend, discuss, re-tell, and re-write legends from indigenous peoples and groups
- Vocabulary and language functions necessary to compare and contrast legends and stories
- Vocabulary and language functions necessary to discuss respect for nature and the universe

Students will be able to:

- identify some indigenous peoples and groups that have made literary contributions to Spanish-speaking communities
- identify the places where indigenous peoples and groups reside
- identify the names of indigenous languages that have been spoken in Spanish-speaking lands
- explain the origin of some Spanish words that come from indigenous languages
- demonstrate comprehension of spoken and/or written legends through appropriate verbal and physical response
- verbally identify elements from, describe, and narrate scenes of legends and myths
- write a legend or myth in their own words using familiar vocabulary
- compare and contrast elements of legends and myths both within and beyond Spanish-speaking cultures
- utilize terminology to discuss literature in Spanish

Resources

Suggested Resources:

- Teacher reference for images: [Indigenous peoples of the Americas](#)
- [Teacher reference, list of groups in the Americas](#)
- Aztec empire: [Map](#)
- [Aztec symbols](#)

- [Nahuatl/Mexican Spanish dictionary](#)
- Aztec legend, El conejo en la luna: [El conejo en la luna](#)
- Mayan empire: [Map](#)
- [Mayan symbols](#)
- [K'iche - Spanish dictionary](#)
- [Mayan myth, El mito del búho, el sabio consejero](#)
- Taino regions: [Map](#)
- [Taino symbols](#)
- [Taíno/Spanish dictionary](#)
- Taino legend: La flor de oro [La flor de oro \(video read aloud\)](#)
- Incan empire: [Map](#)
- [Incan symbols](#)
- [List of Spanish words from Quechua](#)
- Incan legend: El zorro y el huaychao [El zorro y el huaychao](#)
- [List of Spanish words of Indigenous origin](#)
- Scenes from each legend/myth for student use in retelling ([El conejo en la luna](#), [El búho sabio consejero](#), [La flor de oro](#), [El zorro y el huaychao](#))
- Booklets for students to rewrite legends in their own words [booklet template](#)
- [Respect for nature template](#), [listening sheet: respect for nature](#)
- [Virtual Museum Trimester 2](#)
- 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](#)
- Worksheets for <<El conejo en la luna>>: [El conejo en la luna-personaje principal.pdf](#), [Quiz-El conejo en la luna.pdf](#)
- Supporting props and visual aides

Unit 3: La identidad afrodescendiente/Afro-descendant Identity

Content Area: World Language

Course & Grade Level: 2nd Grade DLI Spanish Enrichment

Summary and Rationale

Latin America owes a great part of its diverse culture to African roots. In this unit, students will explore how the rich variety of music, dance, beliefs, art, literature, food, language, and community that is seen in Latin American culture today is largely due to African influence. Students will reflect on African contributions to their own communities. Throughout the unit, students will reflect on and add to their understanding of the questions: What is culture? What influences culture? How do people identify themselves? What influences can I see in the culture of the communities around me? With student interest guiding their research, students will use their reading skills and available materials (district reading websites in Spanish, trade books, articles, and a teacher-curated list of videos) to investigate an Afro-descendant artifact of their choice and will use a presentational mode of their choice to share their findings with the class. Students will take the knowledge gained from their studies of Afro-descendant culture and apply it to modern-day life. In what kinds of communities do we find Afro-descendant people? How do they get around? How do they get the things they need? Students will compare and contrast the diverse lifestyles of Afro-descendant people.

Recommended Pacing

20 days

State Standards

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connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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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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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

- Culture is the way of life of a group of people.
- People migrate.
- Many groups of people have been forced to migrate and this has impacted their culture and the culture of their new community.
- Knowing more about other cultures can help me grow in empathy.
- The use of proper cultural identifiers is important when discussing different groups of people.

- Latin America owes a great part of its diverse culture to African roots.

Unit Essential Questions

- What is culture?
- What do I know about other cultures?
- How do I identify people of different cultures?
- Why is culture important?
- Where do I see culture?
- What influences culture?
- What is migration? Why do people migrate?
- What can we see in Latin American culture that has African roots?
- What African influences can I see in my community? Books? Movies? Music?
- Who are some famous Afro-descendants? How have they impacted their communities? How have they impacted my community?
- How do Afro-descendants live their daily lives?

Objectives

Students will know:

- Adjectives to describe ethnicity and country/region of origin and/or residence
- Vocabulary for defining and explaining migration.
- Names of some Afro-descendant groups and languages spoken
- Vocabulary to describe African influences on Spanish-speaking communities (including popular foods, ingredients, instruments, music, art, dances, stories...) and make connections to African influences in their community.
- Names of famous Afro-descendants and vocabulary to describe their impact on Latin and American (U.S.) culture.
- Vocabulary and language functions necessary to comprehend, discuss, re-tell, and re-write stories from Afro-descendant peoples and groups
- Vocabulary and language functions necessary to compare and contrast stories
- Vocabulary and language functions necessary to carry out regular tasks (shopping, working, transportation, self-care)

Students will be able to:

- Describe people using ethnic adjectives
- Identify some Afro-descendant groups and languages spoken
- Compare and contrast some unique vocabulary used by Afro-descendant groups with more familiar Spanish vocabulary
- Identify and describe cultural artifacts in Latin American communities with African roots.
- Identify and describe cultural artifacts in their community with African roots.
- Express opinions about Afro-descendant cultural artifacts and explain their reasoning.
- Identify some famous Afro-descendant people and describe their contributions, impact, and any struggles they may have had
- Demonstrate comprehension of spoken and/or written stories through appropriate verbal and physical response
- Verbally identify elements from, describe, and narrate scenes of stories
- Write a story in their own words using familiar vocabulary
- Compare and contrast elements of stories both within and beyond Spanish-speaking cultures
- Utilize terminology to discuss literature in Spanish

- Compare and contrast how different communities carry-out regular tasks (shopping, working, transportation, self-care)

Resources

Suggested Resources:

- [Museum of Afro-descendant Identity](#)
- [Story](#): “La niña y el bosque”
- [Map](#): Migration out of Africa
- [Dance Tutorial](#): Social and sacred rituals dance steps: dance steps start at 2:40
- [Dance tutorial](#): La cumbia: Music starts at 1:38
- [Dance tutorial](#): La cumbia: Music starts at 15:23
- [Video](#): Children dancing la bomba
- [Video](#): Bomba in theater production
- [Dance tutorial](#): Bachata (music at 13:38)
- [Dance tutorial](#): Merengue
- [Video](#): Comidas latinas con influencia africana
- [Afro-descendant Music Genre List](#)
- [Famous Afro-descendants](#)
- [¿Qué significa ser afro-latino@?](#)
 1. What does afro-latino mean? 02:42-03:44
 2. Why do we use this term in the US? 03:45-07:43
 3. Some of Esteban’s favorite afro-latinos 07:43-09:57
- [Story](#): ¿Para qué son las trenzas?
- [Story](#): El Primer Corte de Mesita de Furqan Escrito
- Book from Epic!: César Chavez
- [Documentary clips](#): Documental cultura afro
 - 8:23-10:21: Canción currulao
 - 14:04: Baile currulao
 - 18:25: African clothing styles
- [Interview](#): ¿Cómo eres? Entrevista con Javier Wallace
- [Interview](#): ¿Cómo eres? Entrevista con Calma Carmona
- [Interview](#): ¿Qué te gusta hacer? Entrevista con Calma Carmona
- [Interviews](#) with Afro-descendants
- [Song](#): Nuqui (te quiero para mí) (place-based song that highlights a region of Colombia that has a high Afro-descendant population)
- 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

