

# World Cultures Course Overview

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year Course**  
Length: **Full Year**  
Status: **Published**

## Cover

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

#### **Superintendent of Schools**

Dr. Victor P. Valeski

**World Languages**

**World Cultures**

Course Number: 1787

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## **Course Overview**

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Designed to introduce students to the Spanish language and culture. World Cultures emphasizes simple vocabulary applied in real-life scenarios so that students can speak and understand the language at a basic level within predictable areas of need. Spanish culture is introduced to students through functional life-skills instruction as the students will be performing daily tasks and learning corresponding Spanish vocabulary.

World Cultures curriculum is designed to enable learners to meet the Novice-Low Level of proficiency as defined by the American Council on the Teaching of Foreign Languages and the New Jersey Student Learning Standards. In this course, students are expected to demonstrate proficiency of all the NJ Student Learning Standards 7.1.NL.IPRET.1 - 7.1.NL.PRSNT.4. The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

## **Modifications**

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**This course is for Special Education students.**

### **Academic Differentiations**

Directions: Written, visual and verbal

Picture cues

Limit choice (present few activities at once) For example: What do you want? Vs Would you like to color or cut?

Alter assignment requirements - Some students can be expected to complete 3 worksheets while others complete 1 worksheet

Break down tasks vs presenting the whole task.

After giving instructions, allow time for students to process the requests

When giving instructions ensure that they are 1-2 step directions

## **Behavior Strategies**

Post an agenda/activities for the day(this is helpful for the IAs too)

Frequent breaks

Maintain student individualized Behavior System (With collaboration from teacher)

Utilize IA's that are available

Classroom system of reinforcement (ex: marbles, points, table points, etc.)

Visual schedules

Transition time - Provide activities that students can do at their own pace" Do Now, sign in,

## **Materials and Resources**

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[Spanish songs to learn Spanish language and culture](#)

[Learn words, enjoy the world of Spanish music](#)

[Miscositas](#): Thematic units, teaching materials, virtual picturebooks, instructional videos, realia links

The American Association of Teachers of Spanish and Portuguese: [Classroom Resources and Websites of Interest for learning Spanish language and culture.](#)

## **Content Specific Standards**

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**2020 NJ Student Learning Standards**

**World Language**

**NOVICE-LOW**

## **Interpretive**

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

## **Interpersonal**

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. •

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases

## **Presentational**

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

## **Interdisciplinary Standards**

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### NJSLS SOCIAL STUDIES

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

### 6.2 World History: Global Studies by the End of Grade 12

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

### 6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### [NJSL Visual and Performing Arts](#)

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

## **Career Readiness, Life Literacies, and Key Skills**

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### [NJSLS Career Readiness, Life Literacies, and Key Skills](#)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

## Computer Science and Design Thinking

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### [NJSLS Computer Science and Design Thinking](#)

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

## Pacing Guide

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Unit	THEME	TOPICS Classroom Expectations	Activities
		Masks, Social Distancing	
MP 1	Welcome Back	Greetings Calendar Weather Days of the week Months Numbers	Opening activities will be about building relationships. Students will engage in games to get to know each other as well as the teacher. The games will introduce the students to classroom rules and expectations. They will engage in role plays and practice opportunities to follow directions Students will key words in Spanish that are related to their daily world.



Expressing wants

Eye contact

MP 1 Social Skills

Follow  
instructions

Students will learn basic conversation starters in Spanish. They will play board games to practice following instructions and expressing wants. Playing games and using simple Spanish will help students practice social skills.

Appropriate  
conversations

Personal  
information

Traveling,  
Transportation -  
how you get to  
school

MP 2 All about Me

Birthdays

Students will practice writing in Spanish by making a book about oneself. Over a period of time, students will talk and write about their interests, their hobbies, their families, favorite colors and share about their birthdays.

Colors

Feelings

Family

Interests and  
hobbies

Grooming

Taking care of  
teeth

MP 2 Looking Good

Wash hands

Students will engage in sequencing activities and memory games to explore personal hygiene.

How to sneeze

		Dressing for weather	
		Planning an outfit	
		Vacuum	
MP 3	Housekeeping	Dust	Students will engage in role plays as they learn basic housekeeping. Through hands-on activities, memory games, and practice opportunities, students will use Spanish as they do basic chores.
		Use a broom	
		Make a bed	
		Call 911	
MP 3	Staying Safe	Community Safety	Students will learn about community safety and reinforce personal hygiene. They will learn the difference between emergencies and non-emergencies.
		Wash hands	
		Sneeze into elbow	
		Wear a mask	
		Wants and needs	
MP 4	Food Skills	Make a list	Cultural foods will frame the students' exploration as they learn about Hispanic foods. They will read a recipe, make a shopping list, follow recipes and make simple Hispanic dishes. Students will role play in a restaurant environment.
		Awareness of customers and their feelings	
		Making food choices	
		Purchasing &	

		money skills	
MP 4	Career Readiness	Professions	Students will select a profession and they will tell a basic story of what their day-to-day activities will be. Students will create posters spotlighting key elements of a particular profession.
		Gift Giving (giving and receiving)	
All Year	Holidays	Category building (different things associated with each holiday)	Students will engage in seasonal activities when appropriate. They will learn holiday specific traditions. Through the use of visuals, student students will build associations and deepen understanding.
		Manners	

## Formative and Summative Assessment

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### FORMATIVE ASSESSMENTS

Marzano Scale  
 Thumbs Up, Thumbs Down  
 Mini whiteboards  
 Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)  
 Sequence Cards  
 Planned speaking assessments  
 Postcard  
 List Three Things  
 Venn Diagram  
 Hand In, Pass Out  
 Write It Down  
 Think Pair Share  
 Think Write Pair Share  
 Doodle It  
 Answer the Essential Question (Verbally or Written)  
 Make Predictions  
 Self-Assessment  
 Web/Concept Map  
 ePortfolio Check  
 Journal Entry  
 Inside-Outside Circle  
 Sentence Frames  
 Talk a Mile a Minute

Tic-Tac-Toe/Think-Tac-Toe  
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have  
Numbered Heads Together  
Gallery Walk  
Just Like Me (Stand up if you....)  
Stand up, Hand up, Pair up

## **SUMMATIVE ASSESSMENTS**

Interpretive, Interpersonal and Presentational Tasks

## **BENCHMARK ASSESSMENTS**

Interpretive, Interpersonal and Presentational tasks tied to the NJSLs proficiency standards for this course.

## **ALTERNATIVE ASSESSMENTS**

Students will be given the choice to work alone, with a partner, in a small group or with the teacher. In addition, students can use available digital apps to interact with the Spanish language and culture.

## **Grading Procedures and Evaluation**

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### **GRADING GUIDELINES**

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

<b>A</b>	<b>Excellent</b>	<b>Advanced Proficient</b>
<b>B</b>	<b>Good</b>	<b>Above Average Proficient</b>
<b>C</b>	<b>Fair</b>	<b>Proficient</b>
<b>D</b>	<b>Poor</b>	<b>Minimally Proficient</b>
<b>F</b>	<b>Failing</b>	<b>Partially Proficient</b>

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

### **Grading Weights for Quarter Grades**

20% Formative assessments

40% Presentational and interpersonal speaking

40% Interpretive and presentational writing

Final grades are weighted as follows:

Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

## **COURSE EVALUATION**

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

## **Other Information**

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**World Language (AAAF)**

**World Cultures**

**Course No. 1787**

**SCED**

**24052 Spanish I**

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1787	050	SpEd	10	5.00	210	Required	January 2, 2020

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

### NJ Student Learning Standards

Career Readiness, Life Literacies and Key Skills  
 Comprehensive Health and Physical Education  
 Language Arts Literacy

### NJ Student Learning Standards

SMathematics  
 Science  
 SSocial Studies

### NJ Student Learning Standards

Computer Science and Design Thinking S  
 Visual and Performing Arts S  
 SWorld Languages P