

# 06\_Mexican Culture

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **15-20 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This is an introductory Spanish 3 elementary course. The units include colors, days of the week, the months of the year, dates, numbers, expressing likes and dislikes, the parts of the body, farm animals, culture, and descriptions. Students will learn different Spanish vocabulary words. They will learn to answer questions in Spanish and write simple sentences.

This course develops the essential pieces of learning a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- Mexico is a Spanish speaking country.
- The United States and Mexico have unique cultures.
- Culture is comprised of the language spoken, as well as, the food, flag, currency, holidays, land features, etc.

Essential Questions:

- What is culture?
- What are similarities between American and Mexican cultures?
- What are differences between American and Mexican cultures?

## **CONTENT AREA STANDARDS**

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WL.K-12.2	Cultures
WL.K-12.3	Connections
WL.K-12.4	Comparisons

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- Mexico is one of many Spanish speaking countries in the world.
- The United States and Mexico have unique cultures.
- Culture has many different aspects such as: as the language spoken, the holidays celebrated, the food eaten, the flag and currency used.

### **Procedural Knowledge**

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Students will be able to:

- Investigate, explain, and reflect on the relationship between the practices and perspectives of Mexican culture.

- Investigate, explain, and reflect on the relationship between the products and perspectives of the Mexican culture.
- Investigate, explain and reflect on the concept of culture through the comparison of the cultures studied and their own.
- develop insight into the nature of language and culture in order to interact with cultural competence.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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EduLastic Assessments

## **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

## **Formative Assessments**

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Proficiency scale

## **Summative Assessments**

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Teacher observational checklist

USA/Mexico Venn Diagram

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Mexican flag coloring page

Colors of Mexico book

Epic(Cinco de Mayo, Day of the Dead, Mexico books)

Videos: [Mexico](#) and [Food](#)

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts-Language Acquisition

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.