

Alabama Courses of Study and Correlations to World Song Missions Place Latin America Class

Kindergarten:

Social Studies:

After students receive a small amount of Guatemalan money, students will participate in a Guatemalan market and barter for goods using their borrowed money.

5.) Identify personal wants and needs.

- Discussing differences between purchasing and bartering for materials
- Discussing reasons for making choices

Students will hear the story, The Sawdust Carpet, about Holy Week in Guatemala.

Students will build a sawdust carpet. Students will sing songs in Spanish, participate in a Latin American meal, and have a drink in a bag. Students will play with Guatemalan toys.

9.) Describe ways people celebrate their diverse cultural heritages.

English Language Arts:

Students will listen to the story Abuela's Weave and The Sawdust Carpet. Students will discuss each of these books and then listen to directions for making the craft related to the book.

5.) Demonstrate listening comprehension of passages, including retelling stories and answering questions.

- Recalling information
- Making predictions to determine main idea or anticipate an ending
- Responding to stories, asking questions, discussing ideas, and relating events to daily life
- Identifying correct sequence of events after listening to a story

Students will listen to directions for going to the station, listening to story, discussion of the story and making the craft at the station.

11.) Follow one- and two-part oral directions.

- Responding to various types of literature read aloud
- Looking at the speaker without interrupting
- Listening for meaning in oral communication

Students will use the appropriate voice and signal when interacting in their groups.

12.) Select appropriate voice level when interacting with others.

- Using appropriate grammar and word choice for a specific audience
- Reciting short poems, rhymes, songs, and stories with repeated patterns
- Demonstrating the ability to take turns in a conversation
- Making connections to stories read aloud

First Grade:

Social Studies:

Students will listen to how the Mayan Indians of Guatemala transport their goods and how they travel through the mountains. Students will try on Guatemalan apparel and compare it with western wear. Students will play with Guatemalan toys and play games.

1.) Identify past and present modes of air, land, and water transportation.

- Identifying past and present forms of communication
- Identifying past and present types of apparel
- Identifying past and present types of technology
- Identifying past and present types of recreation
- Identifying primary documents of the past and present

Students will participate in Latin American culture activities and understand many of these people now live in Alabama.

9.) Identify traditions of a variety of cultures in Alabama and local communities.

- Identifying common and unique characteristics of individuals in societal groups, including age, religious beliefs, ethnicity, disability, and gender

English Language Arts:

Students will be responsible for listening to directions at all stations. Students will use appropriate language and signals in their groups. Students will listen to the story Abuela's Weave and The Sawdust Carpet. Students will respond to questions and discuss each book. Students will listen to directions for completing the craft that goes along with the book.

13.) Listen for meaning in conversations and discussions, including looking at the speaker without interrupting.

- Following two- and three-part oral directions
- Making connections to literature read aloud

Students will use an appropriate tone when speaking in their group. Students will use appropriate hand signals when they want to speak when discussing the story books or completing the craft.

14.) Use appropriate intonation when speaking and interacting with others.

- Using grammar and word choice appropriate for a specific audience
- Reciting poems, rhymes, songs, and stories
- Demonstrating the ability to take turns in a conversation
- Expanding vocabulary reflective of a growing range of interests and knowledge
- Using pictures, objects, music, and computer resources to present information
- Using the writing process to prepare oral presentations

Second Grade:

Social Studies:

Students will discuss the schools of rural Guatemala and compare those schools to their own school. Students will discuss how schools have changed in the last century.

1.) Compare features of modern-day living to those of the past.

- Using vocabulary to describe segments of time

Students will discuss the geographic environment of Latin American people, their housing, occupations, and identify both positive and negative aspects in this living environment.

7.) Describe ways people throughout the world are affected by their geographic environments.

- Comparing physical features of regions throughout the world
- Identifying positive and negative ways people affect the environment

Students will discuss why people from Latin America would want to come to the United States. Students will discuss how these immigrant are able to travel to the United States.

11.) Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.

- Discussing how and why people from various cultures immigrated to the United States

English Language Arts:

Students will discuss the books Abuela's Weave and The Sawdust Carpet after they are read.

14.) Respond to various types of literature read aloud.

- Focusing attention on a speaker without interrupting
- Following multistep oral directions
- Interpreting presented information

Student's will use the appropriate tone and signal when responding to questions in their groups and when discussing the read aloud story.

15.) Select appropriate voice tone, gestures, and facial expression to enhance meaning.

- Using active listening skills
- Retelling stories and events in logical order
- Remaining on topic when speaking
- Using visual aids, props, and technology in oral presentations
- Using appropriate grammar and word choice in oral presentations and in conversations

Third Grade:

Social Studies:

After a lesson in the Latin America school, students will identify the countries of Latin America.

2.) Describe physical characteristics, including landforms, bodies of water, soil, and vegetation of various places on Earth.

- Locating countries in the Western Hemisphere
- Locating historical landmarks on maps
- Identifying processes of Earth, including continental drift, erosion, natural hazards, weather, and climate

English Language Arts:

Students will listen to the stories Abuela's Weave and The Sawdust Carpet. Students will discuss similarities and differences between the Latin American culture and their culture.

6.) Recognize linguistic and cultural similarities and differences in multicultural literature.

Students will listen and follow directions at all of the Latin American stations.

13.) Demonstrate the ability to follow multistep oral directions.

Fourth:

English Language Arts:

Students will listen to directions at each Latin American station and use signals before speaking in their group.

14.) Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.

Fifth:

English Language Arts:

Students will listen to directions at each Latin American station and use signals before speaking in their group.

13.) Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.