

Grade 3

Dates: September-June**Time Frame:** 32 days /40 weeks**Overview**

In the 3rd grade, students develop interpretive, interpersonal, and presentational skills in the target language and broaden their cultural understandings. At the end of Unit 1, students recall prior knowledge and build upon vocabulary focusing on greetings, courtesy, self-identification vocabulary, weather, and calendar concepts. At the end of Unit 2, students recognize vocabulary related to the home. They describe their homes and identify important places in their community. At the end of Unit 3, students identify items of clothing and classify clothing according to season. They compare New Jersey's climate and clothing during our winter months with that of Argentina's. Students will identify hobbies and activities at the end of Unit 4 and communicate their favorite pastimes. They will compare their favorite hobbies and activities with those of children in different Spanish-speaking countries. By the end of the year, they will recognize different cultural traditions and celebrations throughout Spanish-speaking countries.

Modes of Communication:

Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Presentational: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Enduring Understandings

- Spanish is a language spoken in many different countries
- Learning a new language can help us communicate with others and learn about different cultures
- Spanish vocabulary can be expanded through listening and careful observation of the target language
- Practicing what we learn accelerates Spanish language development

Dates: September- November

Time Frame: 8 days/ 10 weeks

Unit 1: ¿Qué recuerdas?

Skill & Knowledge Objectives:

Students will...

- Ask and answer questions to demonstrate prior knowledge of Spanish
- Communicate with others using memorized words and phrases
- Respond to and communicate greetings and expressions
- Ask self-identification questions and communicate self-identification expressions
- Recall vocabulary related to calendar
- Recall vocabulary related to weather conditions
- Identify numbers 0-50
- Recall vocabulary for colors and shapes
- Communicate likes/dislikes
- Identify *El día de los muertos* as a significant Mexican cultural tradition

Assessments

Pre-Assessment/Benchmark:

- Pre-test with basic greetings and expressions, weather terms, and calendar vocabulary

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

Summative Assessment:

- *All About Me* picture and description, weather and calendar matching activity

Modifications for At-risk, ELLs, 504 Students, IEP Students, and Enriched Students:

IEP students:

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visual, oral, and kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

At-risk Students:

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

504 Students:

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

ELLs:

- Picture flashcards
- Online home language dictionary
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

Advanced Students:

- Classwork extensions
- Projects
- Additional Research
- Choice menus

Resources

- Interactive white board
- Teacher made materials/games
- Spanish Mama: <https://spanishmama.com/>
- Rockalingua: <https://rockalingua.com>
- Spanish Playground: <https://www.spanishplayground.net>
- Tio Spanish: <https://www.youtube.com/c/TioSpanish>
- Basho & Friends: <https://www.youtube.com/c/bashoandfriends>
- Manipulatives: Dice, flashcards, ball

Standards

NJ Student Learning Standards:

(Interpretive Mode of Communication for Novice Mid learners)

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, and objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

(Interpersonal Mode of Communication for Novice Low learners)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s), native speakers, when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about the climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

(Presentational Mode of Communication for Novice Low learners)

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the

target language regions of the world.

2020 New Jersey Student Learning Standards:

Art

- **VA.3-5.1.5.5.Cr2a** - Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- **VA.3-5.1.5.5.Cn11a** - Communicate how art is used to inform the values, beliefs and culture of an individual or society

Social Studies

- **SOC.6.1.5.EconEM.1** - Explain why individuals and businesses specialize and trade
- **SOC.6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Social and Emotional Competencies

- **SEL.PK-12.1.1** - Recognize one's feelings and thoughts
- **SEL.PK-12.3.2** - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

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Dates: November-January

Time Frame: 8 days/ 10 weeks

Unit 2: La Casa

Skill & Knowledge Objectives:

Students will...

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using memorized words and phrases
- Identify rooms in a house and vocabulary related to home (windows, floors...)
- Name common furniture items
- Relate colors, shapes, and sizes to household vocabulary
- Describe a room in their house
- Identify essential buildings in a community (school, library, hospital, firehouse, police station)
- Identify cultural events that are celebrated at this time of year across different Spanish-speaking countries

Assessments

Pre-Assessment:

- Students are shown a picture of a house/room and asked to label it

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

Summative Assessment:

- Students draw their home and label the rooms and furniture

Modifications for At-risk, ELLs, 504 Students, IEP Students, Enriched Students:

IEP students:

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visual, orally, and kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

At-risk Students:

- Extra time is given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visual, oral, and kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

504 Students:

- Students 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visual, oral, and kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

ELLs:

- Picture flashcards
- Online home language dictionary

- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
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Advanced Students:

- Classwork extensions
- Projects
- Additional Research
- Choice menus

Resources

- Interactive white board
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(Interpersonal Mode of Communication for Novice Mid learners)

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(Presentational Mode of Communication for Novice Mid learners)

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2020 New Jersey Student Learning Standards:

Art

- **VA.3-5.1.5.3 Cr2a** - Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

Social Studies

- **SOC.6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Dates: February- April

Time Frame: 8 days/ 10 weeks

Unit 3: *La Ropa*

Skill & Knowledge Objectives:

Students will...

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using memorized words and phrases
- Identify vocabulary related to clothing
- Classify clothing worn in different seasons
- Compare New Jersey's winter season to Argentina's climate at the same time of year and relate it to clothing worn during those seasons
- Understand that there are different currencies across Spanish-speaking countries
- Recognize *Carnaval de Ponce* as a traditional Puerto Rican celebration

Assessments

Pre-Assessment:

- Students are shown images of clothing and asked to label them

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

Summative Assessment:

- Students make a store advertisement with clothing and prices

Modifications for At-risk, ELLs, 504 Students, IEP Students, and Enriched Students:

IEP students:

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visual, oral, and kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

At-risk Students:

- Extra time is given to complete tasks
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- Opportunity to revise classroom after feedback and conferencing
- Preferential seating
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504 Students:

- Students 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visual, oral, and kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

ELLs

- Picture flashcards
- Online home language dictionary
- Extra time allotted

- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
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Advanced Students:

- Classwork extensions
- Projects
- Additional Research
- Choice menus

Resources

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2020 New Jersey Student Learning Standards:

Art

- **VA.3-5.1.5.5.Cr2a** - Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

Social Studies

- **SS.C.5.1.5.EconEM.1** - Explain why individuals and businesses specialize and trade
- **SS.C.5.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Social and Emotional Competencies

- **SEL.PK-12.3.2** - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Dates: April- June

Time Frame: 8 days/10 weeks

Unit 4: *Mi Pasatiempo Favorito*

Skill & Knowledge Objectives:

Students will...

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others basic memorized words and phrases
- Identify different hobbies, activities, sports, and games
- Communicate favorite hobbies and activities
- Name careers related to computers/video games
- Compare children's hobbies across different Spanish-speaking countries with students' preferences
- Understand that leisure activities are influenced by where we live (culture and geography)
- Communicate likes and dislikes
- Recognize *Cinco de Mayo* as a significant Mexican cultural tradition

Assessments

Pre-Assessment:

Ask students about their favorite sports, games, and hobbies and assess oral responses

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

Summative Assessment:

- *Mi pasatiempo favorito* poster (draw and label favorite sports/hobbies)

Modifications for At-risk, ELLs, 504 Students, IEP Students, Enriched Students:

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504 Students:

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- Chunk assignments
- Extra time allotted
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- Information presented through text, visual, oral, and kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

ELLs:

- Picture flashcards
- Online home language dictionary

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Advanced Students:

- Classwork extensions
- Projects
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(Presentational Mode of Communication for Novice Mid learners)

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- **VA.3-5.1.5.Cr2a** - Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice

Social Studies

- **SOC.6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world

Computer Science and Design Thinking

- **8.2.5.ITH.4**: Describe a technology/tool that has made the way people live easier or has led to a

new business or career

Career Readiness, Life Literacies, and Key Skills

- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view

Social and Emotional Competencies

- **SEL.PK-12.3.2** - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

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