Course Title: 3rd Grade Spanish

Subject: World Language - Spanish

Grade Level: 3rd Grade

Duration: 1 year/ Meeting twice per cycle

Prerequisite: NONE

Elective or Required: Required

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
The third grade Spanish program’s main goal is to focus on introducing and establishing basic communicative skills with the students while exposing them to the cultural components that accompany learning and understanding the Spanish language. The students will be taught and encouraged to develop and fully utilize a variety of skills, including listening, speaking, reading, writing, and spelling. Hands-on, creative activities such as artwork, games, music, and consistent peer interaction will allow the students to remain engaged in order to foster communicative capabilities in the Spanish language.

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Unit 1: Meeting and Greeting People

Approximate # of Weeks: 8 weeks

Essential Questions:
● Why is it important to learn a second language?
● Why should I study the language, culture, and location of the Spanish speaking countries?
● How are Spanish greetings and social etiquette like and/or unlike the English greetings and social etiquette?

Upon completion of this unit students will be able to:
● Recognize a few common gestures and cultural practices associated with the target culture. (7.1.NM.A.3)
● Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
● Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities. (7.1.NM.B.2)
● Imitate appropriate gestures and intonation of the target culture(s) language during greetings, leave-takings, and daily interactions. (7.1.NM.B.3)
● Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. (7.1.NM.C.2)
● Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)

Common Core ELA Standards:
● Demonstrate understanding of spoken words, syllables, and sounds. (K.RF.2)
● Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
● Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)

Interdisciplinary Standards (njcccs.org)
● Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
● Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- Exchange meetings and greetings with their teacher and peers
- Brainstorm ideas for learning a second language through virtual sharing (21st Century Tech)
- Learn the Spanish alphabet and sing the alphabet song
- Review proper classroom etiquette
- Act out a specific situation where the students need to use the meeting and greeting expressions that were learned in class
- Label Hispanic countries on a map
- Create a flag for an assigned Spanish speaking country and research main aspects of that country (capital, location, official language, and currency)

**Enrichment Activities:**
- Learn the capitals
- Research a Spanish Speaking country
- Research customs from a specific country

**Methods of Assessments/Evaluation:**
- Student Responses through wireless clickers
- Games
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
- Complete Spanish Teacher’s Handbook
- Teach them Spanish Grade 2
- Teach them Spanish Grade 3
- Standard Deviants Video
- Teacher compiled resources
- Spanish is Fun: Lively Lessons for Beginners
- Teacher webpage
- Online textbook resources
- Specialized webpages
- Google Apps for Education (GAfE)
Unit 2: Becoming Aware of and Explaining School Environment

Approximate # of Weeks: 8 weeks

Essential Questions:
- Why is it important to understand the differences with the Spanish calendar and date?
- What is the difference between "El día de los Muertos" and Halloween?
- How is our school similar and/or different than schools in Spanish speaking countries?

Upon completion of this unit students will be able to:
- Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
- Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities. (7.1.NM.B.2)
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
- Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)
- Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NM.C.4)

Common Core ELA Standards:
- Demonstrate understanding of spoken words, syllables, and sounds. (K.RF.2)
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
- Use software to reinforce material taught (21st Century Tech)
- Label classroom objects
- Play "What's in my backpack?"
- Compare our school with a school in a Spanish speaking country
- Exchange dialogue with their peers and the teacher identifying classroom objects and their quantities
- Count from 0-31 in Spanish
- Compare and contrast the American calendar format with the Spanish calendar
- Label a yearly calendar with month names
- Learn the days of the week in Spanish
- Utilize plural nouns
- Compare and contrast the Mexican Holiday “El día de los Muertos” with Halloween
- Research a famous Hispanic individual and dress up as the person

Enrichment Activities:
- Draw and label our classroom
- Go on a scavenger hunt
- Research items that are used in Spanish classrooms around the world and their prices in currency from that country
- Research other Spanish holidays that are not as well known.

Methods of Assessments/Evaluation:
- Student Responses through wireless clickers
- Games
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

Resources/Including Online Resources
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Unit 3: Expressing Preferences

Approximate # of Weeks: 8 weeks

Essential Questions:
- How is the placement of adjectives different in Spanish than in English?
- How has Roberto Clemente helped Hispanics in Baseball?
- What did the ancient Latin American civilizations leave for us today?

Upon completion of this unit students will be able to:
- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. (7.1.NM.A.2)
- Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (7.1.NM.B.5)
- Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)

Common Core ELA Standards:
- Demonstrate understanding of spoken words, syllables, and sounds. (K.RF.2)
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities – include 21st Century Technologies:
- Use software to reinforce material taught (21st Century Tech)
- Complete a webquest to learn more about the ancient Hispanic civilizations (21st Century Tech)
- Use the verb GUSTAR to express preferences
- Sort various illustrations into likes and dislikes
- Learn some useful verbs and how to conjugate each in the present tense
- Review colors
- Understand the proper placement of adjectives in Spanish
- Identify a variety of sports in Spanish
- Learn about the life of Roberto Clemente and his achievements

Enrichment Activities:
- Read a book on Roberto Clemente and write a report
- Research further the 3 ancient civilizations and their achievements

Methods of Assessments/Evaluation:
- Student Responses through wireless clickers
- Games
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

Resources/Including Online Resources
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- Specialized webpages
Unit 4: Talking About People and Places

Approximate # of Weeks: 8 weeks

Essential Questions:
● How are Spanish descriptions different than the English descriptions?
● In what ways are houses in Spanish speaking countries different than those that we live in here in the United States?
● What feelings does Spanish music convey?

Upon completion of this unit students will be able to:
● Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
● Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
● Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (7.1.NM.B.5)
● Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. (7.1.NM.C.2)
● Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)

Common Core ELA Standards:
● Demonstrate understanding of spoken words, syllables, and sounds. (K.RF.2)
● Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
● Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)

Interdisciplinary Standards (njcccs.org)
● Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and
skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- Use software to reinforce material taught (21st Century Tech)
- Identify family relationships
- Learn a traditional family rhyme
- Utilize demonstrative adjectives
- Describe personal and descriptive details of themselves and their families
- Experience traditional Spanish music and recognize the sounds and history
- Design a maraca or congo drum
- Illustrate, label, and describe the parts of the house using new vocabulary
- Compare houses in America and Latin America
- Create a book entitled *Todo Sobre Mi* (“All About Me”)

**Enrichment Activities:**
- Listen to a teacher provided song in Spanish and fill in the lyrics
- Make a presentation about houses in Spanish speaking countries
- Make a Venn diagram comparing houses in USA and Spanish speaking countries

**Methods of Assessments/Evaluation:**
- Student Responses through wireless clickers
- Games
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
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