Course Name: Spanish – Grade 3
Prerequisite: None

Course Code #: E7302 **Level: n/a** **Year: 2X** **Credits: n/a**

Course Description: In third grade, students will continue their study of the Spanish language and culture that they began in grade 2. Students will continue to be involved in communicative games, language experience activities, cultural fantasies, songs, rhymes, children's literature, physical activity, manipulation of props, role-plays, dialogues, small group work, paired work, and listening activities. Emphasis will be on communication in the Spanish language. In addition to the re-entry of all topics studied in grades 2, grade 3 topics of study will include family and traditions, numbers from 1-100, weather, seasons, months of the year, dates, and birthdays, feelings, and clothing.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at the novice-mid proficiency level in three modes of communication:

- Interpretive - the ability to understand spoken and written communication within appropriate cultural contexts;
- Interpersonal - the ability to engage in direct oral and/or written communication with others; and
- Presentational - the ability to present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.

In addition, students will have developed Intercultural Communication skills at the Novice proficiency level. The American Council on the Teaching of Foreign Languages has defined this these novice skills in terms of "Can-Do" statements. In this course students will target the following "Can-Do" statements for Intercultural Communication:

- *In my own and other cultures, I can identify products and practices to help me understand perspectives.*
- *I can interact at a survival level in some familiar everyday contexts.*

Lastly, students will acquire language skills in the five areas outlined in the National Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities, also known as The Five C's of world language education.

Alignment to New Jersey Student Learning Standards:
The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas. These areas include: 21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts and World Languages. The standard for language learning in New Jersey reinforces the reading, writing, speaking and listening skills that are targeted across the standards for each content area.

The 2014 New Jersey Student Learning Standard for World Languages is as follows:
7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

This standard is further divided into proficiency levels and three strands, one for each mode of communication. The proficiency levels are in line with the national performance descriptors as released by the American Council on the Teaching of Foreign languages. These guidelines indicate six different levels of proficiency that can be expected at the K-12 level of language learning. Throughout the course, students will be working to demonstrate proficiency at the Novice Mid level in all three modes of communication including: interpretive communication, interpersonal communication and presentational communication. The specific standards for this course are outlined below within in each mode of communication.

Interpretive Mode
Students will develop the ability to:

1. Recognize spoken or written familiar words and phrases related to targeted themes such as family and traditions, numbers from 1-100, weather, seasons, months of the year, dates, and birthdays, feelings, and clothing, contained in culturally authentic electronic information sources such as Podcasts, video clips, online videos, online audio clips, or other online products (7.1.NM.A.1)
2. Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response. (7.1.NM.A.2)
3. Recognize a few common gestures and cultural practices associated with the Hispanic culture. (7.1.NM.A.3)
4. Identify familiar people, places, and objects based on oral and/or simple written descriptions, related to topics such as weather, seasons, months, family, and clothing. (7.1.NM.A.4)
5. Comprehend brief oral exchanges and written messages on familiar topics, such as weather, seasons, months, family, and clothing, using age-appropriate culturally authentic materials at the novice-mid proficiency level. (7.1.NM.A.5)
6. Connect the learning of the target language to information studied in other core content areas. Example for the second grade curriculum: use numbers to count, complete simple mathematical operations, express the date, and express quantity, birthdates and age, family characteristics, and to inform creation of bar or column graphs to chart and determine comparisons. (7.1.NM.A.2, A.3, A.4, A.5)
7. Listen to simple passages from age-appropriate selections for enjoyment and information. (7.1.NM.A.5)

Interpersonal Mode

Students will develop the ability to:

1. Exchange basic information at the word and memorized phrase level related to self and targeted themes using digital tools appropriate to the grade level. (7.1.NM.B.1)
2. Give and follow simple oral directions, commands, and requests when participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)
3. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. (7.1.NM.B.3)
4. Ask and respond to simple questions, make requests, express preferences using memorized words and phrases, for example, to describe objects, and express simple feelings, likes and dislikes related to topics such as family, clothing, weather, seasons, and activities. (7.1.NM.B.4)
5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas, such as using numbers to complete simple mathematical operations, express the date, and express and make comparisons in regards to quantity, in relation to targeted themes studied. (7.1.NM.B.5)

Presentational Mode
Students will develop the ability to:

1. Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes such as weather, seasons, activities, family, or clothing, etc., using a technology such as iMovie, a Wiki, a Voicethread, etc., to be shared with a target language audience. (7.1.NM.C.1)
2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits about targeted themes. (7.1.NM.C.2)
3. Copy/write words, phrases, or simple guided texts on familiar topics such as weather, seasons, activities, family, or clothing. (7.1.NM.C.3)
4. Present information from age-appropriate, culturally authentic selections, orally or in writing. Example for second grade: contribute to teacher-directed shared speaking activities, illustrate stories or draw and label pictures, charts, or diagrams. (7.1.NM.C.4)
5. Name or label tangible products and imitate cultural practices from the Hispanic culture. (7.1.NM.C.5)

In addition to focusing on the NJSLS 7.1 for World Languages this course will also incorporate the following NJSLS for Educational Technology 8.1 and NJSLS for 21st Century Life and Careers:

Educational Technology (NSLS 8):
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

21st Century Life and Careers (NJSLS 9):

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

NJ Career Readiness Practices:

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Assessment:

The students are evaluated on their participation according to the grading system established on the elementary report card. Teachers utilize student observation checklists, daily participation, completion of teacher assigned activities, projects, assessments, etc., and student self-assessments to measure student progress and/or achievement of the above stated proficiencies.