



Estell Manor School District

World Language Curriculum Grade 3

Introduction

The Estell Manor School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the NJ Student Learning Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Estell Manor School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

Philosophy

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom. Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genesse, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten.

The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The units taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

**Estell Manor School District
Grade 3
World Language Pacing Guide**

Unit 1: All About Me	Approximately 6-8 days
Unit 2: My School	Approximately 6-8 days
Unit 3: My Community	Approximately 6-8 days
Unit 4: My World	Approximately 6-8 days

Core Materials:

Foreign Language 4 Kids (FL4K)

Standard: 7.1 World Languages-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.

Unit 1 will address the following 21st Century Life and Careers skills:				
21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
------------------	--

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
------------------	---

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in cultural materials using electronic information and other sources related to targeted themes.
7.1.NM.A.5	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 1: All About Me		Duration: 6-8 days
Grade Level/Proficiency Level: 3rd Grade/Novice-Mid		
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing	
	Interdisciplinary Skills	
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.	
	Technology	

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP4.	Communicate clearly and effectively with reason
Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Home and family life play a role in self-identity. • Family practices reflect cultural perspectives.	• How does my family life reflect my culture? • How does what I eat reflect my culture/heritage?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• Let Me Introduce ○ Students will work in pairs to ask and answer basic personal information. They will then have to present learned information about their partner to the rest of the class • What's on the Plate? ○ Students will create a visual and oral description of a unique food eaten within their family. • The Itinerary	Formative Assessments • Role Play/Skits • Teacher Observations • Do-Now • Thumbs up/down • Group/Pair activities • Entry/Exit Tickets • Discussions Summative Assessments • Projects • Tests/Quizzes

○ Students will work in a pairs to create and present an itinerary for a day trip to New York City. ● Situational Skits ○ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers.	● Essays ● Oral Presentations ● Benchmark Benchmark Assessment ● Oral Proficiency Test Alternative Assessments ● Student Notebook Check with Scoring Rubric ● Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills ● Student Created Project with Teacher Scoring Rubric ● Conference ● Anecdotal Notes ● Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills
<i>Topics Covered:</i> ● Self/Greetings ○ Basic Introductory Information ● Food ○ Likes/Dislikes	<i>Students will be able to ...</i> ● Participate in culturally-authentic simulations ● Provide responses on learned topics ● Participate in brief oral exchanges

○ Description ● Daily Routines and Time ○ Schedules ○ Numbers ○ Time Vocabulary ● Chores ○ Identify/Describe ○ Classify	● Ask questions and provide responses on familiar topics. ● Compare and contrast aspects of their lives with those of Latin American children. ● Express their preferences ● Retell highlights from a culturally authentic text (oral or written) ● Discuss their basic daily schedules and routines ● Relate time in target language in oral and written forms
Instructional Plan	
Suggested Activities	Resources
Create a presentation to introduce the class to one of their classmates, i.e. name, age, etc.	SMART Board, Chromebooks, Google Applications, Art materials
Read a train/bus schedule in target language.	SMART Board, Chromebooks, Google Applications
Create and present an itinerary for a day trip to New York City using public transportation schedules.	SMART Board, Chromebooks, Google Applications, Art materials
Create a visual presentation and oral description about a unique food eaten within their family. Research the history of the food.	SMART Board, Chromebooks, Google Applications, Art materials
Discuss and survey their classmates about their likes and dislikes with respect to foods.	Chromebooks, Google Applications
Listen to authentic material in target language to demonstrate comprehension of theme content.	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own.	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a... Videos

Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language.	SMART Board, Teacher generated resources in target language
Literature	
• Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey • Un-Classic Greek Myths in Spanish by Paula Camardella Twomey • 101 Skits by Paula Camardella Twomey	
Websites	
www.kahoot.com	www.quizlet.com
www.youtube.com	
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>	
Suggested Options for Differentiation	
English Language Learners • TPR	

• Flexible/Cooperative Grouping • Graphic Organizers • Alternative Assessments • Flashcards • Modified Instructions/Assessments/Assignments • Teacher Tutoring
Basic Skills/Economically Disadvantaged • Alternative Assessments • Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Alternative Assessments/Assignments • Rubrics
Special Education • One on one instruction • Adaptive devices • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives

Unit 2 will address the following 21st Century Life and Careers skills:			
21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.

	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.

	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in cultural materials using electronic information and other sources related to targeted themes.
7.1.NM.A.5	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 2: My School		Duration: 6-8 days
Grade Level/Proficiency Level: 3rd Grade/Novice-Mid		
Primary Interdisciplinary connections: Social Studies, Culture, Art, Drama, ELA, Technology		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	

7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
	Interdisciplinary Skills		
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.		
	Technology		
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		
	21st Century Life and Career		
CRP4.	Communicate clearly and effectively and with reason.		
<table border="1"> <tr> <td>Essential Understandings</td><td>Essential Questions</td></tr> </table>		Essential Understandings	Essential Questions
Essential Understandings	Essential Questions		

<i>Students will understand that...</i> • Listening and observing are important when learning a language. • They can convey and interpret meaning of unknown words through the use of gestures, body language, and asking for repetition.	• What cues do I listen and watch for before responding to questions and statements about my school and activities I partake in? • How can I improve my communication in Spanish with my teacher and classmates?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• Situational Skits ◦ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers. • A New School Schedule ◦ Students will be given different forms of a 'new' school schedule they would have to follow. They will have to interpret and demonstrate understanding of the classes and times to follow. • Matamoscas ◦ Students will play a game, Flyswatter, to demonstrate previously taught and newly taught vocabulary recognition and usage. • Simón Dice...	Formative Assessments • Teacher Observation • Question and Answer • Conferencing • Role Play/Skits • Teacher Observations • Do-Now • Thumbs up/down • Group/Pair activities • Entry/Exit Tickets • Discussions Summative Assessments • Projects • Tests/Quizzes • Essays • Oral Presentations

○ Students will play a game of Simon Says that focuses on classroom routines.	Benchmark Assessment ● Oral Proficiency Test Alternative Assessments ● Questions Starters ● Student Notebook Check with Scoring Rubric ● Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills ● Student Created Project with Teacher Scoring Rubric ● Conference Anecdotal Notes ● Group Work Rubric
Knowledge and Skills	
Content	Skills
<i>Topics Covered:</i> ● Classroom Expressions/Items ○ Subjects ○ Classroom Items ■ Related verbs ● School Schedules/Routines ○ Time Questions ○ Verbs ○ Commands ● Calendar ○ Past ○ Present	<i>Students will be able to ...</i> ● Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics. ● Demonstrate proficiency in listening and reading comprehension. ● Ask questions and provide responses on familiar topics. ● Compare and contrast aspects of their lives with those of Latin American children. ● Participate in culturally-authentic simulations ● Give and follow simple directions

○ Future ● Alphabet/Numbers	● Use formal and informal forms speech correctly. ● Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months) ● Use basic greetings, farewells, and expressions of courtesy in oral forms
Instructional Plan	
Suggested Activities	Resources
Interpret a school schedule to identify classes and times.	Teacher generated resources in target language
Survey and present the favorite subjects of their classmates, friends, and family.	SMART Board, Chromebooks, Google Applications
Compare and contrast their morning routines on a school day versus a weekend day.	SMART Board, Chromebooks, Google Applications
Listen to authentic material in target language to demonstrate comprehension of Job and Professions/a school day (classes/times)	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a... Videos
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Literature	
● Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey ● Un-Classic Greek Myths in Spanish by Paula Camardella Twomey ● 101 Skits by Paula Camardella Twomey	
Websites	

www.kahoot.com	www.quizlet.com
www.youtube.com	
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>	
Suggested Options for Differentiation	
English Language Learners ● Adapt assignments to reflect proficiency ● TPR ● Cooperative learning groups ● Graphic Organizers ● Pre-teach new vocabulary	
Basic Skills/Economically Disadvantaged ● Alternative Assessments ● Modified Instructions/Assessments/Assignments ● Graphic Organizers ● Teacher/Peer Tutoring	
Gifted and Talented	

- Alternative Assessments/Assignments
- Rubrics
- Project based learning tasks
- Higher order vocabulary
- Presentations and Speeches using the target language

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Make use of visual aids
- Focus on main objectives

Unit 3 will address the following 21st Century Life and Careers skills:

21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
------------------	--

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 3: My Community	Duration: 3 Weeks
Grade Level/Proficiency Level: 4th Grade/Novice-Mid	
Primary Interdisciplinary connections: Social Studies, Culture, Art, Drama, ELA, Technology, Science	

Standard: 7.1 World Languages -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.	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
	Interdisciplinary Skills
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
	Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
	21st Century Life and Career
CRP4.	Communicate clearly and effectively and with reason.
Essential Understandings	Essential Questions
<i>Students will understand that...</i> Towns in Spanish-speaking countries, though similar, have unique characteristics that reflect cultural perspectives.	- What is my community like? - How is my town different from places in Spanish-speaking countries?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
- Situational Skits - Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers. - Spanish Countries and their Habitats - Students will research and present habitats and animals that can be found in a given country. - Our Class Solar System	Formative Assessments - Charades - Exit slip - Think, pair, share - Do-Now - Thumbs up/down Summative Assessments - Projects - Tests/Quizzes - Essays

○ Students will work in small groups to present basic information and descriptions in target language of a given solar system object.	● Oral Presentations ● Benchmark Benchmark Assessment ● Oral Proficiency Test Alternative Assessments ● Quick writes ● Group Work Rubric ● Student Created Project with Teacher Scoring Rubric ● Conference Anecdotal Notes ● Class Discussion Rubric
Knowledge and Skills	
Content	Skills
<i>Topics Covered</i> ● Body, Health and Fitness ● Solar System ● Food, Meals and Nutrition ○ Food Pyramid ○ Nutritional Information ● Habitats	<i>Students will be able to ...</i> ● Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics. ● Demonstrate proficiency in listening and reading comprehension. ● Ask questions and provide responses on familiar topics. ● Compare and contrast aspects of their lives with those of Latin American children. ● Participate in culturally-authentic simulations ● Identify main idea of an authentic text dealing with food products and practices

	• Demonstrate awareness of where they can encounter the target language
Instructional Plan	
Suggested Activities	Resources
Research and create a presentation about the habits found in a given country.	SMART Board, Chromebooks, Google Applications
Research and present basic information about a given solar system object.	SMART Board, Chromebooks, Google Applications
Read and interpret the nutritional information of a food source in target language.	SMART Board, Chromebooks, Google Applications
Listen to authentic material in target language to demonstrate comprehension of Job and Professions/a school day (classes/times).	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own.	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a... Videos
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language.	SMART Board, Teacher generated resources in target language
Act out scenes from a Reader's Theater.	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Literature	
• Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey • Un-Classic Greek Myths in Spanish by Paula Camardella Twomey • 101 Skits by Paula Camardella Twomey	
Websites	

www.kahoot.com	www.quizlet.com
www.youtube.com	
Modifications Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>	
Suggested Options for Differentiation	
English Language Learners ● Tiering ● TPR ● cooperative learning ● Graphic Organizers ● Alternative Assessments ● Flashcards	
Basic Skills/Economically Disadvantaged ● Alternative Assessments ● Modified Instructions/Assessments/Assignments ● Graphic Organizers ● Teacher/Peer Tutoring	

Gifted and Talented

- Allow students to work ahead
- Give higher level vocabulary
- Have students attempt to write story or poem in target language

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Seat near teacher for lessons
- Make use of teaching posters, chart and visuals

Unit 4 will address the following 21st Century Life and Careers skills:

21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
-----------	--

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in cultural materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 4: My World		Duration: 6-8 days
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	

7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
	Interdisciplinary Skills
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
	Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	21st Century Life and Career
CRP4.	Communicate clearly and effectively and with reason.
Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Our world and classroom consists of many different cultures, backgrounds, and ethnicities that make us unique. • There are similarities and difference in travel and vacationing among cultures.	• What is the Spanish Speaking world like? • What does travel teach me about other cultures?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• Situational Skits ○ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers. • You're Invited, Jr. ○ Students will create a mock invitation detailing party information. Other students will have to accept/reject the invitation using target language.	Formative Assessments • Pantomime word spoken in target language • Exit slip • Do-Now • Wipe off board quick checks • Think, Pair, Share • Discussions Summative Assessments • Tests

• What to wear? ○ Students will create visual and oral presentation using the target language to show and describe their favorite outfit and least favorite outfit.	• Quizzes • Summaries • Presentations Benchmark Assessment • Oral Proficiency Test Alternative Assessments • Self assessment survey • Observation Checklist • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes • Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills
<i>Topics Covered...</i> • Clothing • Weather ○ Seasons ○ Weather phrases • Celebrations ○ Countries/Capitals ○ International Traditions ○ Poems ○ Songs ○ Holidays ■ Foods	<i>Students will be able to ...</i> • Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics. • Demonstrate proficiency in listening and reading comprehension. • Ask questions and provide responses on familiar topics. • Compare and contrast aspects of their lives with those of Latin American children. • Participate in culturally-authentic simulations

○ Music	● Present short narratives, songs, poems, dialogues, and skits ● Express likes, dislikes, and preferences ● Label pictures and write appropriate descriptions
Instructional Plan	
Suggested Activities	Resources
Create an invitation to party and participate in conversation that includes accepting/denying the invitation with valid reasons.	SMART Board, Chromebooks, Google Applications
Research celebration from target culture and discuss likes, dislikes, preferences in target language	SMART Board, Chromebooks, Google Applications
Present visually and orally their favorite and least favorite outfits.	SMART Board, Chromebooks, Google Applications, Maps
Listen to authentic material in target language to demonstrate comprehension of specific topic	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a... Videos
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Literature	
● Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey ● Un-Classic Greek Myths in Spanish by Paula Camardella Twomey ● 101 Skits by Paula Camardella Twomey	

Websites	
www.kahoot.com	www.quizlet.com
www.youtube.com	
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>	
Suggested Options for Differentiation	
English Language Learners ● Visual Aids ● Give notes in advance ● TPR ● Flexible Grouping ● Graphic Organizers ● Flashcards ● Modified Assignments ● modeling	

Basic Skills/Economically Disadvantaged • Alternative Assessments • Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Alternative Assessments/Assignments • Rubrics
Special Education • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Adaptive devices • Provide manipulatives • Repeating directions • Simplifying directions • Visual aids (magnifiers, templates) • Audio amplification equipment