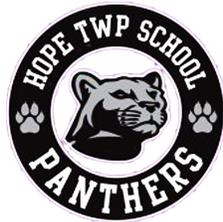


Belvidere Clusterwide Curriculum



World Languages

Grade 3

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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UNITS	Duration	Essential Questions:
Unit 1: Getting to Know You	3 class sessions	How do I get to know people in settings that are informal and formal?
Unit 2: Calendar	2 class sessions	How do I talk about days, months, seasons and the date?
Unit 3: Family & Numbers to 100	3 class sessions	How do I talk about my family and their ages?
Unit 4: Navidad and Three Kings Day	3 class sessions	How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?
Unit 5: Classroom Objects & Colors	3 class sessions	What do I need to be successful in the classroom?
Unit 6: The Alphabet	2 class sessions	How is the Spanish alphabet different from the English alphabet?
Unit 7: Weather	3 class sessions	How do I describe the weather and how it changes throughout the seasons?
Unit 8: Clothing & Seasons (with Gender)	3 class sessions	What clothing do I wear at different times of the year?
Unit 9: Body (with Singular/Plural)	2 class sessions	How do I talk about how to take care of my body?
Unit 10: Foods (with Definite Articles)	3 class sessions	How do I request the food that I want to eat?
Unit 11: Community (with Indefinite Articles)	2 class sessions	Where do I want to go in my community?
Unit 12: Home	3 class sessions	What do I use in the different rooms of my home?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Reading and Writing Companion Standards:

Language Domain

-

Reading Domain:

-

Speaking and Listening Domain:

-

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides

- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____
-
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
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- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Getting to Know You

Unit 1 Summary: Getting to Know You

Essential Questions: How do I get to know people in settings that are informal and formal?

Knowledge:

Buenos días, Buenas tardes, Buenas noches, ¿Cómo te llamas tú?, ¿Cómo se llama usted?, ¿Cómo estás tú?, ¿Cómo está usted?, ¿Cuántos años tienes tú?, ¿Cuántos años tiene usted?, bien, mal, más o menos

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

Interdisciplinary Connections:

- Social Studies: Cultural norms when addressing people in different countries.
- ELA: listening, speaking, reading, writing

Performance Expectations

- I can find out basic information about others and talk about themselves.
- I can give some basic information about myself.

Unit 1 Student Learning Objectives

- Understand and respond to basic questions about self.
- Understand and respond to questions about feelings, name and age.
- Express how they are feeling using emotion vocabulary
- Use different questions, depending whether the situation is formal or informal

Unit 1 Assessments

Formative Assessments

- Student response to questions
- Teacher observations

Summative Assessments

- Completion of curriculum worksheets from Teach them Spanish!

Performance Tasks/Use of Technology:

- Students work in small groups to put on a mini presentation or "turn and talk" as if they are getting to know each other

Sample Instructional Activities

Emotion/Vowel Songs with TPR

Online Song - Me llamo, me llamo,

How old are you? Song added at the end of singing "Feliz cumpleaños" when it is a child's birthday

Buenos días a todos aquí song

¿Cómo te llamas? Song - sing in a circle taking turns inserting each child's name

Ask/Answer questions activities with circle/ball toss/etc.

Card Game - pull out a random number and tell your age "Tengo ___ años"

Supplemental Materials/References/Links

[Song: Me llamo](#)

Interactive Whiteboard

sticker name tags that say "Me llamo" (optional)

Flashcard pictures of all the emotions

Ball for tossing

Cards with numbers 1-39

Unit 2 Overview: Calendar

Unit 2 Summary: Calendar

Essential Questions: How do I talk about days, months, seasons and the date?

Knowledge:

all the months, days of the week, numbers to 31, the four seasons, "de", "Hoy es", "Ayer fue", "Mañana será", "primero", "mil" (Example: "Hoy es el cuatro de julio de dos mil veinticuatro.")

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

• 7.1.NL.IPRES.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

Interdisciplinary Connections:

- Science (seasons and months)
- ELA (cognates with months)
- music (songs)

Performance Expectations

- I can talk about different dates on a calendar.
- I can answer questions related to days, the seasons and tell the date.

Unit 2 Student Learning Objectives

1. Students will be able to sing songs related to months, days of the week.
2. Students will be able to answer questions related to days, the seasons and tell the date
3. Students will be able to talk about days and special dates in the past, present and future tense.

Unit 2 Assessments

Formative Assessments

- Observation of student responses
- Student answers to questions

Summative Assessments

- Write the dates of various holidays celebrated in the Spanish-Speaking Countries

Performance Tasks/Use of Technology:

- Students make a Slide of one holiday with the date it is celebrated and pictures that will be added to a collective classroom Google Slide presentation.

Sample Instructional Activities

- Circle time on carpet singing songs about the days, months, etc.
- Teacher holds up calendar questions: ¿Qué día es hoy?, ¿Cuál es la fecha?, ¿En qué estación estamos?, etc.
- Google Slide Presentation that teacher edits each day so that when students click on screen the correct day and date appear.
- Seasons Song - online

Supplemental Materials/References/Links

- Large Wall Calendar with Spanish titles, days of the week, etc.
- Flashcards of calendar questions
- Interactive Whiteboard
- [Seasons Song](#)

Unit 3 Overview: Family & Numbers to 100

Unit 3 Summary: Family & Numbers to 100

Essential Questions: How do I talk about my family and their ages?

Knowledge:

La familia: el hermano, la hermana, el hijo, la hija, el padre, la madre, el tío, la tía, los primos, el abuelo, la abuela, la familia

Adjetivos: joven, viejo, alto, bajo, rico, pobre, alegre, triste

Números: counting by 10s to 100

Preguntas: ¿Quién es esta persona?, ¿Cómo es?, ¿Cuántos primos tienes?, ¿Cuántos años tiene tu abuelo?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- social studies (family unit)
- Math (numbers to 100)

Performance Expectations

- I can describe people in their families in terms of their ages, appearance and personality.

Unit 3 Student Learning Objectives

1. Students will be able to describe people in their families in terms of their ages, appearance and

personality.

2. Students will be able to count by 10s to 100
3. Students will be able to identify the correct number - any numbers between 1-100 (for example cuarenta y nueve)

Unit 3 Assessments

Formative Assessments

- Teacher observation
- Student response to teacher questions

Summative Assessments

- Create a family tree and present to the class with descriptions. Family tree can be created digitally with real photos or on paper with printed photos/drawings

Alternative Assessment:

- Worksheets from Teach Them Spanish! - Grade 3 Curriculum Workbook

Performance Tasks/Use of Technology:

- Students will be able to describe people in their families in terms of their ages, appearance and personality.

Sample Instructional Activities

Watch video with numbers - sing along

Play Four Corners - student or teacher counts by 10s to 100 with four random higher numbers hung in the corners of the room

Watch culture videos of families/family life in Spanish-speaking countries

Make a family tree digitally or on poster paper with printed photos/illustrations

TPR - Toca la foto del hijo bajo, Busca la hermana alta

Memory Card Game - adjectives that are opposites

Supplemental Materials/References/Links

Numbers chart to 100

Numbers bingo

Youtube numbers songs, family songs

Unit 4 Overview: Navidad and Three Kings Day

Unit 4 Summary: Navidad and Three Kings Day

Essential Questions: How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?

Knowledge: Posadas, reyes magos, adorno, corona, regalos, árbol navideño, Belén, campana ,trineo, ¿Qué es esto?

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

Interdisciplinary Connections:

- Music: holiday music
- Art: Illustration of holiday symbols

Performance Expectations

- The students can name symbols associated with the Christmas holiday in Spanish speaking countries.
- The students can sing Christmas carols.
- The students can understand different traditions/holidays.

Unit 4 Student Learning Objectives

- Introduce and sing Dulce Navidad , and play other Spanish carols while students complete other activities.
- Students create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.

Unit 4 Assessments

Formative Assessments

- Teacher observation.
- Comprehension of literature and vocabulary through oral response.
- Student participation.

Summative Assessments

- Listening to and singing simple carols: Feliz Navidad.

Alternative Assessment:

- Either/or questions identifying items associated with Navidad and Three Kings Day

Performance Tasks/Use of Technology:

- Sing simple Christmas carols.

Sample Instructional Activities

- Make a Christmas postcard to someone.
- Read stories Navidad en Casa and other stories
- Songs: Dulce Navidad, Feliz Navidad, Burrito Sabanero, Noche de Paz
- Play Papa Caliente (Hot Potato) with Spanish Christmas Music

Supplemental Materials/References/Links

- [Song: Feliz Navidad](#)
- [Song: Dulce Navidad](#)
- [Song: Mi Burrito Sabanero](#)
- Video: [Spanish Christmas](#)

Unit 5 Overview: Classroom Objects and Colors

Unit 5 Summary: Classroom Objects and Colors

Essential Questions: What do I need to be successful in the classroom?

Knowledge:

Objetos: el escritorio, la mesa, el libro, la silla, las tijeras, la puerta, el lápiz, la ventana, el borrador, el cuaderno, el papel, la pluma/el bolígrafo/el lapicero/el bolí

Preguntas: ¿Dónde está...?, ¿De qué color es la silla?

Adjetivos: color words, grande, pequeño, mediano, nuevo, viejo, limpio, sucio, abierto, cerrado

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- ELA: reading, writing, listening, speaking
- Music: songs about classroom objects

Performance Expectations

- I can identify and describe classroom objects when prompted by a teacher.

Unit 5 Student Learning Objectives

- Students will be able to identify commonly used classroom objects
- Students will be able to use colors to describe classroom objects.

Unit 5 Assessments

Formative Assessments

- Teacher observation
- Student response to teacher questions/commands
- Descriptions using colors.

Summative Assessments

- Teach Them Spanish! worksheet
- Make mini-book
- Presentation

Alternative Assessment:

- Yes/No (Sí/No) questions
- Either/Or questions

Performance Tasks/Use of Technology:

- Take out and use the correct classroom object that the teacher instructs you to use.

Sample Instructional Activities

Youtube Song: [The classroom](#)

Flashcards: [Vocabulary Classroom Objects](#)

Song : [Los colores](#)

TPR (Total Physical Response) - Toca _____, Muestra _____, Pon _____, Busca _____, etc.

Passing a ball/classroom objects while seated in a circle while reciting the numbers

Play Papa Caliente (Hot Potato)

Play Four Corners Game

Supplemental Materials/References/Links

Internet access & Interactive Whiteboard

Real classroom objects

Ball

Poster Paper

Bingo Colors and Classroom objects

Unit 6 Overview: Alphabet

Unit 6 Summary: Alphabet

Essential Questions: How is the Spanish alphabet different from the English alphabet?

Knowledge: The Spanish Alphabet

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

Interdisciplinary Connections:

- Language arts: Sounds and letters.

Performance Expectations

- I can spell my name and recognize the sounds of the Spanish alphabet.

Unit 6 Student Learning Objectives

The students will be able to:

- Learn to identify each letter of the Spanish alphabet and pronounce them correctly.
- Understand the sounds associated with each letter and how they combine to form words.
- Spell their proficiency level words.

Unit 6 Assessments

Formative Assessments

- Teacher observation during spelling and chanting the alphabet sounds.
- Worksheets with alphabet matching.
- Student participation.

Summative Assessments

- Checklist of correct spelling of names.

Alternative Assessment: Alphabet dictation

Performance Tasks/Use of Technology:

- Spell the students' name.

Sample Instructional Activities

- Bilingual song : [The alphabet](#)
- Game Boom Cards: [Pick the letter](#)
- Spell the name
- Dry erase board practice with letters
- hangman

Supplemental Materials/References/Links

- Hangman using simple and known words.
- Bingo of the alphabet
- Song [Basho&friends](#)

Unit 7 Overview: Weather

Unit 7 Summary: Weather

Essential Questions: How do I describe the weather and how it changes throughout the seasons?

Knowledge:

hace calor, hace frío, hace fresco, hace viento, hace sol, nieva, llueve, el cielo está azul, el cielo está nublado..... ¿Qué tiempo hace?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
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- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Math: Measurement of time around the world.
- Science: Weather pattern.

Performance Expectations

- I can talk about and describe the weather.

Unit 7 Student Learning Objectives

The students will:

- Ask and answer questions in a whole class and small group setting regarding the weather.
- Identify weather expressions and describe the weather.
- Describe the weather in different months throughout the world orally or in writing.

Unit 7 Assessments

Formative Assessments

- Accuracy of student writing, illustrations and matching sheets/games.
- Comprehension of literature and vocabulary through oral response.
- Checklist of recognition of basic vocabulary associated with calendar and weather vocabulary.
- Teacher observation during asking/answering of questions and discussions related to calendar and weather vocabulary.

Summative Assessments

- Speaking rubric during question and answer activities.
- Rubric to evaluate student understanding of unit vocabulary through creation of classroom list

Alternative Assessment:

- Either/Or Questions related to weather expressions.

Performance Tasks/Use of Technology:

- Tell me about the weather and your favorite.

Sample Instructional Activities

- Video of Super Simple Spanish: [El clima](#)
- Vocabulario: [Clima Puzzles](#)
- Video Basho & Friends: [El clima](#)
- Hot potato game
- Google slides and questions ¿Qué tiempo hace?

Supplemental Materials/References/Links

- Song: [No se habla de Bruno](#)
- Google search weather around the world.

Unit 8 Overview: Clothing & Seasons (with Gender)

Unit 8 Summary: Clothing & Seasons (with Gender)

Essential Questions: What clothing do I wear at different times of the year?

Knowledge:

la ropa: la falda, los pantalones cortos, el cinturón, el abrigo, las botas, los guantes, la chaqueta, la blusa, las sandalias, la camisa, los pantalones, el vestido, los calcetines, los zapatos, el gorro

las estaciones: el invierno, la primavera, el verano, el otoño

Adjetivos: bonito, feo, limpio, sucio, nuevo, viejo

Preguntas: ¿Qué ropa llevas en enero/el invierno?, ¿En qué estación estamos?

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Art- fashion, drawing/coloring outfits
- ELA- listening, reading, writing, speaking

Performance Expectations

- I can dress a doll in response to teacher commands
- I can point out clothing in a fashion show as it is announced

Unit 8 Student Learning Objectives

- Students will be able to identify clothing words
- Students will be able to respond by standing, touching, dressing in response to teacher commands related to clothing
- Students will be able to name clothing that is worn in different months/seasons depending on weather

- Students will learn that the Spanish language has a feminine and masculine gender

Unit 8 Assessments

Formative Assessments

- Either/Or Questions

Summative Assessments

- Dress a doll as instructed

Alternative Assessment:

- Worksheet Assessment from Teach Them Spanish! Workbook - grade 3

Performance Tasks/Use of Technology:

- Fashion Show - The students point out clothing as it is announced

Sample Instructional Activities

- Matching - put the article of clothing word in a box corresponding to the matching season
- TPR - "Levántate si llevas una camisa, etc."
- Dress the Doll (paper doll or toy baby) responding to teacher commands - "Por favor, póngale pantalones al bebé", etc.
- Fashion show - children walk down a catwalk as teacher describes their clothing with a play microphone and lots of colorful descriptions - "¡Mira Sophia! Hoy lleva un vestido rosado con flores rojas. ¡Qué bonita!" Student points to clothing as it is described by the teacher.

Supplemental Materials/References/Links

- Dolls (preferably representing various genders and ethnicities) - paper or toy
- Doll clothing - paper or toy
- play microphone

Unit 9 Overview: Body (with Singular/Plural)

Unit 8 Summary: Body (with Singular/Plural)

Essential Questions: How do I talk about how to take care of my body?

Knowledge:

Body Parts: la cabeza, el hombro, el brazo, el estómago, la mano, la rodilla, la pierna, el pie, el dedo, el cuerpo, el pelo, la nariz, la cara, los dientes, los ojos, la boca, las orejas

Other: el doctor, la doctora, ¿Qué te duele?, Me duele....

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards:

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- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Health- healthy bodies
- Science- body systems
- Art- illustrations, interpretations
- Interpersonal skills- role-playing a doctors office

Performance Expectations

- I can talk about body parts and say what hurts

Unit 9 Student Learning Objectives

- Students will be able to talk about body parts and say what hurts
- Students will be able to identify some important body parts
- Students will be able to use the correct definite article when describing body parts

Unit 9 Assessments

Formative Assessments

- Either/Or Questions
- teacher observation

Summative Assessments:

- Draw a monster with silly body parts and describe to a partner
- Listen to teacher describe a silly monster and illustrate

Alternative Assessment:

- Workbook pages from Teach Them Spanish! - Grade 3

Performance Tasks/Use of Technology:

- Turn & talk playing "doctor" to discuss what hurts
- Mini-presentation playing "doctor"

Sample Instructional Activities

- Simón Dice - Simon Says in Spanish
- Sticky Note Label a Partner's body parts
- Label an illustration with body part words
- TPR - Señor Huesos - A cut-out skeleton (Toca..., Muestra...)
- Songs online

Supplemental Materials/References/Links

- Interactive Whiteboard
- sticky notes
- body part worksheet
- cut-out skeleton
- play doctor supplies (stethoscope, etc.)

Unit 10 Overview: Foods (with Definite Articles)

Unit 8 Summary: Foods (with Definite Articles)

Essential Questions: How do I request the food that I want to eat?

Knowledge:

La comida: el queso, el jugo, la papa, la fruta, la carne, los vegetales, la ensalada, la manzana, la sopa, el agua, el pollo, el sandwich, la naranja, el pan, el plátano, la leche

Preguntas: ¿Qué te gusta comer...?, Me gusta..., Quiero..., Me gustaría..., Por favor, Gracias, De nada

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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Interdisciplinary Connections:

- Health- balanced diet
- Science- food choices
- ELA- reading, writing, speaking, listening

Performance Expectations

- I can request foods I like when eating at home or in a restaurant.

Unit 10 Student Learning Objectives

- Students will be able to identify foods
- Students will be able to say the food they like and ask others what they like
- Students will be able to use courtesy expressions to ask politely

Unit 10 Assessments

Formative Assessments

- Either/Or Questions
- teacher observation

Summative Assessments

- Play "restaurant" and bring the correct food that someone requests

Alternative Assessment:

- Label foods correctly by finding the right word to match the illustration

Performance Tasks/Use of Technology:

- Play "restaurant" and bring the correct food that someone requests

Sample Instructional Activities

- Listen to songs about food
- Watch cultural video clips of people ordering food in restaurants
- TPR - with realia food props/pictures - Toca, Pon, Traeme, etc.
- Label food worksheets
- Talk and turn - request food politely with partner using realia
- Food Bingo

Supplemental Materials/References/Links

- Interactive Whiteboard
- video clips
- food realia/play food
- worksheets
- bingo game

Unit 11 Overview: Community (with Indefinite Articles)

Unit 11 Summary: Community (with Indefinite Articles)

Essential Questions: Where do I want to go in my community?

Knowledge:

lugares en la comunidad: el parque, el restaurante, el museo, la casa, el apartamento, la escuela, el zoológico, el cine, la granja, la ciudad, la iglesia, el campo, la biblioteca, la tienda

Preguntas: ¿Dónde está...? ¿Qué hay...?, Hay...

adjetivos: grande, pequeño, viejo, nuevo, bonito, feo

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Interdisciplinary Connections:

- Social studies- community, city
- Music- songs about community locations
- ELA- reading, writing, listening, speaking

Performance Expectations

- I can talk about my community around me.

Unit 11 Student Learning Objectives

- Students will be able to perform a mini-presentation acting out trying to find a place in the community
- Students will be able to identify places in a community
- Students will be able to ask and tell where someplace is
- Students will be able to describe places in the community

Unit 11 Assessments

Formative Assessments

- Either/Or Questions
- Teacher observations

Summative Assessments

- Mini-presentation acting out asking and telling where someplace is in the community

Alternative Assessment:

- Match the vocabulary word with the picture

Performance Tasks/Use of Technology:

- Mini-presentation acting out asking and telling where someplace is in the community

Sample Instructional Activities

- TPR - with pictures of community places (on white board or with flashcards)
- Memory card game
- Play Four corners (movement game)
- Watch cultural video clips of communities from Spanish-speaking countries
- Describe the places in a community of a foreign country

Supplemental Materials/References/Links

- photos of places
- memory game cards
- video clips

Unit 12 Overview: Cultures & Holidays of the World

Unit 12 Summary: Cultures & Holidays of the World

Essential Questions: What are the perspectives, practices and products of Spanish-Speaking people around the world?

Knowledge: Names of countries, holidays celebrated, dates of holidays, basic information of influential Hispanics that have had a positive impact, etc.

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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Interdisciplinary Connections:

- Social studies: variations in cultural celebrations
- Geography: world locations, countries

Performance Expectations

- I can talk about and identify differences in cultural celebrations around the world.

Unit 12 Student Learning Objectives

- Students will be able to give a mini-presentation on a holiday, cultural practice or well-known Hispanic from a Spanish-speaking country
- Students will be able to identify the holidays that Spanish-speakers value
- Students will be able to identify the cultural practices valued by Spanish-speakers
- Students will be able to identify and briefly describe some well-known Hispanics that have positively impacted the world

Unit 12 Assessments

Formative Assessments

- Either/Or Questions
- teacher observations

Summative Assessments

- Students will be able to give a mini-presentation on a holiday, cultural practice or well-known Hispanic from a Spanish-speaking country

Alternative Assessment:

- Create an artistic representation of a product of a Spanish-Speaking country
- Draw a portrait of a well-known Spanish-Speaker that was studied in class

Performance Tasks/Use of Technology:

- Students will be able to give a mini-presentation on a holiday, cultural practice or well-known Hispanic from a Spanish-speaking country

Sample Instructional Activities

- Cultural videos of Hispanics, holidays or cultural practices
- Read biographies of famous Hispanics
- Crossword puzzle of Hispanics from history
- match the date of a holiday - Spanish to English
- Draw symbols of holidays from around the world
- books about holidays/Hispanics

Supplemental Materials/References/Links

- cultural videos
- biographies
- word puzzles
- books

Unit 13 Overview: Home

Unit 13 Summary: Home

Essential Questions: What do I use in the different rooms of my home?

Knowledge:

la casa: el baño, la toalla, la televisión/el televisor, el dormitorio, la sala, la cocina, la lámpara, la cama, el teléfono, la estufa, el vaso, la casa, el apartamento

Adjetivos: limpio, sucio, feo, bonito, grande, pequeño, mediano, abierto, cerrado, viejo, nuevo

Preguntas: ¿Cómo es la casa/el apartamento?, Es...

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Interdisciplinary Connections:

- ELA- reading, writing, speaking, listening
- Art- illustrate household objects
- Social Studies- differences in homes around the world

Performance Expectations

- I can talk about some things in my home.

Unit 13 Student Learning Objectives

- Students will be able to identify items found in a home.
- Students will be able to identify the rooms of a house/apartment.
- Students will be able to describe a home.
- Students will be able to tell the differences and similarities between homes in Spanish-Speaking

countries and their own homes and homes of their friends and relatives.

- Students will be able to describe the items in a home from a Spanish-speaking country

Unit 13 Assessments

Formative Assessments

- Either/Or Questions
- teacher observations

Summative Assessments

- Students will be able to describe the items in a home from a Spanish-speaking country

Alternative Assessment:

- Students will be able to point to the correct item/room that the teacher names

Performance Tasks/Use of Technology:

- Students will be able to describe the items in a home from a Spanish-speaking country

Sample Instructional Activities

- watch cultural videos of home life from Spanish-Speaking countries
- read books about home life in Spanish-Speaking countries
- on Smartboard, slide item into the correct room of house
- Flashcards - match, TPR
- Play Four Corners
- Draw the items in the home

Supplemental Materials/References/Links

- cultural videos
- books
- Interactive Whiteboard
- flashcards
- Worksheets - label pictures, etc.