

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Spanish

Grade: 3

ABSTRACT

Spanish students will continue to build on the foundational language skills developed in previous grades. Instruction focuses on communicating in simple, structured conversations using vocabulary and language functions related to feelings and emotions with *tener* expressions, school subjects and classroom materials, family, and community professions. Students will engage in age-appropriate speaking, listening, reading, and writing activities while exploring connections between Spanish-speaking cultures and their own experiences. Learning experiences promote authentic language use, cultural awareness, and an appreciation for the diversity of the Spanish-speaking world.

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Grade 3 Spanish

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1: El Mundo <i>September- November (10 weeks)</i>	Unit 2: La Escuela <i>December- January (6 weeks)</i>	Unit 3: La Comida <i>February- June (8 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	World Language Standards Interpretive Mode/Novice Low: 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable	World Language Standards Interpretive Mode/Novice Low: 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable	World Language Standards Interpretive Mode/Novice Low: 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable

	culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. Interpersonal Mode/Novice Low: 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in	culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. Interpersonal Mode/Novice Low: 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in	culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. Interpersonal Mode/Novice Low: 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in
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	one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i>	ELA Companion • NJSL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse	ELA Companion • NJSL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse	ELA Companion • NJSL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse

● <i>Visual/Performing Arts</i>) - Standard 1; ● <i>Comprehensive Health & PE</i> - Standard 2; ● <i>Social Studies</i> - Standard 6; ● <i>World Languages</i> - Standard 7;	partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● NJSL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● NJSL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Mathematics ● NJSLS.3.DL.A. Understand data-based questions and data collection	partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● NJSL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● NJSL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Mathematics ● NJSLS.3.DL.A. Understand data-based questions and data collection	partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● NJSL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● NJSL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Mathematics ● NJSLS.3.DL.A. Understand data-based questions and data collection
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (Must have at least one standard from: ● 9.1 <i>Personal Financial Literacy</i>; or ● 9.2 <i>Career Awareness, Exploration,</i>	Life Literacies & Key Skills ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view	Life Literacies & Key Skills ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view	Life Literacies & Key Skills ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

<i>Preparation & Training; or</i> ● 9.4 Life Literacies & Key Skills)			
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Design Thinking 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Design Thinking 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Design Thinking 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- The verb “tener” (to have) and its usage in many Spanish expressions. - Different countries have varied access to technology and, therefore, world exposure. - Each Spanish speaking country has a varied culture due to climate, exposure, and customs. - The importance of native culture	- The importance of education in other cultures - The importance of numbers for counting, communicating, and analyzing. - Common vocabulary and its usage in the school	- The influence of food on a culture - The influence of other cultures on food - The influence of the environment on cuisine
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- How can culture be affected by sports, food, etc.? - How is respect shown in the Spanish language? - What influences a culture? - How are new holidays and	- How are numbers important to multiple aspects of life? - How important is counting for communication? - Why should we learn about other cultures and other	- How does the environment, etc. affect the cuisine of a country? - How do other cultures influence the food of a country?

	traditions created?	languages?	
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response • Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities • Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response • Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities • Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response • Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities • Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL

	Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Unit Content • Culture • Holidays/traditions • Animal vocabulary review Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • Matching- Students will draw a line connecting a picture to the written vocabulary word. • Music- Various songs will be used which include vocabulary to help reinforce. • Memory- Students will play memory to match images with written words of vocabulary.	Unit Content • Weather vocabulary review • Seasonal vocabulary review • Greetings • Introductions • Classroom content Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • Matching- Students will draw a line connecting a picture to the written vocabulary word. • Music- Various songs will be used which include vocabulary to help reinforce. • Memory- Students will play memory to match images with	Unit Content • Food vocabulary • Culture • “Me gusta” • Counting foods Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • Matching- Students will draw a line connecting a picture to the written vocabulary word. • Music- Various songs will be used which include vocabulary to help reinforce. • Memory- Students will play memory to match images with written words of vocabulary.

	Interpersonal Activities ● <u>Pair and Share</u>- Students will pair up to discuss what they have learned, what their thoughts/interpretations are of the concepts, and to quiz each other. ● <u>Flashcards</u>- Students will break up into pairs or groups and use flashcards to review vocabulary with each other. ● <u>Interviews</u>- Students will pair up and practice proper greetings and simple conversational questions and answers to get to know each other. Presentational Activities ● <u>I Spy</u>- Students will find classroom objects around the room as called out by the teacher or another student. ● <u>Reports</u>- Students will come to the front of the room and “report” on what they have learned about a culture or specific traditions of other cultures. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● Discussions of cultural	written words of vocabulary. Interpersonal Activities ● <u>Numbers</u>- Students will take turns in groups to individually count to see how high they can count. ● <u>Animales</u>- Students will identify the animal figure they pull out of a bag without looking using the animal’s name in Spanish. ● <u>Music</u>- Students will get into groups and practice the different songs for weather, numbers, months, days of the week, etc. Presentational Activities ● <u>Calendar</u>- Students will take turns telling the date and the season to the class and having them repeat it. ● <u>I Spy</u>- Students will find classroom objects around the room as called out by the teacher or another student. ● <u>Numbers</u>- Students will take turns counting in front of the class as high as they can count. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	Interpersonal Activities ● <u>La Comida</u>- Students will blindly pull a food representation out of a bag and identify it in Spanish for each other. ● <u>Supermarket Spree</u>- Students will break into pairs/groups and pretend to go to a grocery store and buy food for the week. They will pay with foreign currency as the cashier announces what they bought. Presentational Activities ● <u>Me gusta</u>- Students will take turns coming to the front of the room to tell the class in Spanish which foods they like or dislike. ● <u>Fruit Salad</u>- The students will work in groups to create a fruit salad by polling each other to see how many of each given fruit they will include in their creation. The groups will then present the content and number of each fruit to the class to practice pronunciation. DEI Activities
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	differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.	- Discussions of cultural differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.	Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) - Discussions of cultural differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.
Resources: <i>(Include names of texts and all online resources)</i>	- Teacher created materials - YouTube - Various videos, games, handouts, and materials created by: - Lorena y Lenox - Spanish Playground - Spanish Mama - Señor Wooly	- Teacher created materials - YouTube - Various videos, games, handouts, and materials created by: - Lorena y Lenox - Spanish Playground - Spanish Mama - Señor Wooly	- Teacher created materials - YouTube - Various videos, games, handouts, and materials created by: - Lorena y Lenox - Spanish Playground - Spanish Mama - Señor Wooly

	○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio	○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio	○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal

	discussion and processing time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time • Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed	discussion and processing time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time • Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed	discussion and processing time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time • Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed
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