Mendham Township School District
Curriculum
Third Grade

Unit 1A: All About Me/Introductions

Stage 1: Desired Results

Level Benchmark:
Novice-mid K-5

Unit Goals:

- Use authentic expressions in Spanish to introduce themselves
- Demonstrate an understanding of greetings and leave-taking in Spanish
- Give and ask for basic information. Name, age ,and address.

Essential Questions:

- How do Spanish Speakers greet and introduce each other?
- How do you tell someone where you live?

Skills/Knowledge:
Students will be able to:

- Repeat phrases spoken by the teacher
- Communicate with a partner by listening and speaking in prepared dialogue
- Use greetings, farewells, and introductions in Spanish
- Express their names and ask a classmate for their name
- Recognize, write, and pronounce greeting words/farewells and courtesy words in Spanish to use in conversation

NJSLS 2020:

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.3

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.4

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.4

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.5

Evidence of Learning

- Teacher observations
- Thumbs up/down
- Student participation
- Vocabulary pronunciation
- Mini dialogue with partner
- Questions yes/no
- Student participation

Teaching Points:

1. TPR introduction of the vocabulary
2. Repetition of words and phrases
3. Story sequencing using pictures and phrases
4. Play charades with TPR actions
5. Short skits
6. Learning cards with the vocabulary terms
7. Cooperative learning activity with a partner.
8. Matching worksheets
9. Scavenger hunt Q&A
10. Stick Figures Greetings/introductions

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess, and modify if necessary to address the specific needs of the learner
- The material will be presented through multiple modalities, such as visual, auditory, and kinesthetic, to address the unique learning styles of all students.
- Cooperative learning activity
- Student-Centered activities
- Readiness/ability

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations

- Student portfolios
- Una conversacion/A conversation using target vocabulary
- Making Friends fill in the blanks
- Story sequencing using pictures and phrases

List of Core and Supplemental Materials:
Books:
Spanish for Kids
Everything Kids Learning Spanish

Videos:
Spanish Lessons with Paco
Introducing People by Butterfly Spanish

Teach them Spanish Third Grade

Websites:
www.abcteach.com
www.spanish4teachers.com
www.spanishplaygorund.net
www.rockalingua.com
www.quia.com
www.quizlet.com

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard
9.2.4.A.1

Integration of the Technology Standard
NJLS 8.1.2.A.4

Unit 1B: All About Me/ Making Friends

Stage 1: Desired Results

Benchmark:
Novice-Mid K

Unit Goals:

- Describe how they feel in Spanish
- Ask someone how they feel in Spanish
- Have a short conversation including greetings, farewells, names and feelings in Spanish

Essential Questions:

- How do your feelings change from day to day?
- When do you ask someone how they are feeling?

Skills/Knowledge:
Students will be able to:

- Express how they feel in Spanish
- Recognize and pronounce the vocabulary words associated with feelings in Spanish
- Demonstrate an understanding of the vocabulary

NJSLS: 2020

NJSLS: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.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Evidence of Learning

- Teacher observation
- Class participation
- Accuracy in pronunciation and responses
- Student Participation
- TPR Activities
- Game participation

Teaching Points:

1. TPR vocabulary introduction
2. Flip book/feelings
3. Review greetings, farewells and “Como te llamas"
4. Learn the Body Chant
5. Partner activity/Guess how I feel?
6. Bingo/feelings
7. Play Simon Says game with emotions
8. Charades
9. Learning cards
10. Exit Ticket

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Como te sientes? Questionnaire. How do you feel?
- Emoji feelings mini book using target language learned
- Interview/partner share

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activity

List of Core and Supplemental Materials:

Books:

Sentimientos

Asi me Siento Yo

El Peor Dia de Todo Mi Vida

Videos:
Emotions by Spanish Lessons by Paco
Feelings and Emotions by Learning Time Fun

Flashcards
Picture poster
Powerpoint
Teach them Spanish Third Grade
The Complete Book of Spanish Grades 1-3

em Spanish Second Grade

Websites
www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com
www.rockalingua.com
www.youtube.com

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard
NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

Unit 2A: School Days/ Days of the week

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Identify the days of the week in Spanish
- Tell what day of the week it is in Spanish
- Recognize and recite the days of the week in Spanish in order
- Understand the differences between the Spanish and English Calendar

Essential Questions:

- Why are the days of the week important?
- What is the first day of the week on the calendar?
- Is the Spanish calendar the same?

Skills/Knowledge:
Students will be able to:

- Identify the days of the week in Spanish
- Recite, recognize and pronounce the days of the week in Spanish
- Understand the differences between the Spanish and English calendar
- Tell and share what their favorite day is with a classmate
- Learn and sing the song for "Dias de la Semana"
- Correctly match the English and Spanish translations of the vocabulary terms

NJSLS 2020:

NJSLS:7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable, culturally authentic materials. [10]
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. [3]
7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. [4]
7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. [5]

Evidence of Learning

- Teacher observation
- Class participation
- Student participation
- Accuracy in pronunciation and responses
- Favorite day activity
- Partner Practice
- Matching worksheet
- Song “los días de la semana”

Teaching Points

1. TPR activities
2. Whole class introduction of the days of the week
3. Learn and sing the Days of the week song
4. Learning cards
5. Days of the Week Bingo
6. Days of the week chant
7. Matching worksheet/Que dia es?
8. Favorite day activity
9. Favorite day class survey
10. Partner practice of vocabulary terms

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- ¿Cuántos?’s /identifying the quantity of days of the week on a calendar, number of days in a specific month, or the number of colored objects in a picture
- Calendar fill in worksheet
- Today, tomorrow and yesterday identification fill in

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning
- Student Centered Activities

List of Core and Supplemental Materials:

Books:
My Week/Mi Semana
Los Días de la Semana
Sabado!

Songs:
Dias de la semana by Joshua Hodge

Videos:
Days of the week in Spanish lesson by Joshua Hodge
Days of the week by Spanish lessons with Paco

Flashcards
Days of the week poster

Teach them Spanish Third Grade
The Complete Book of Spanish Grades 1-3

Websites
www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com
www.youtube.com

Interdisciplinary Connections

Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

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Integration of the Technology Standard

NJLS 8.1.2.A.4

Unit 2B: School Days/ Months of the Year

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Identify the months of the year in Spanish
- Tell what month of the year it is in Spanish
- Recognize and recite the months of the year in Spanish in order
- Tell what the weather and season is for each month

Essential Questions:

- Why are months of the year in Spanish important?
- What are the months you attend school?
- What is the weather like during the months of the year ?

Skills/Knowledge:
Students will be able to:

- Identify the days of the months of the year in Spanish
- Recite, recognize and pronounce the months of the year in Spanish
- Learn and sing the song “los meses del ano”
- Describe the weather during the months of the year
- Tell what season it is during the months of the year
- Tell what holidays fall within the months of the year

NJSLS 2020:

NJSLS: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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short, memorized, formulaic sentences practiced in class.

Evidence of Learning

- Oral proficiency
- Teacher observation
- Student participation
- TPR responses
- Class participation
- Song “los meses del ano”
- Listening practice
- Accuracy in pronunciation dn responses
- Vocabulary flip book

Teaching Points:

1. TPR vocabulary introduction
2. Recite/repeat vocabulary
3. Review seasons/months vocabulary terms
4. Make a flipbook with vocabulary terms and pictures
5. Learn and sing song for the months of the year
6. Partner activity/matching seasons and months
7. Class activity/ Holidays during the year. Cual mes es?
8. Twelve months of the year activity pack and calendar

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet months matching
- Quizlet live
- Weather report

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activities
- Student centered activities
- Readiness/Ability
- Tiered assignments

List of Core and Supplemental Materials:

Books:
My Big Book of Spanish
Mi Primer Libro de los Meses

Songs:
Months of the year by Joshua Hodge
Los Meses Macarena

Videos
Months of the Year with Senor Jordan
Months of the Year by You Study Spanish

Teach them Spanish Third Grade
The Complete Book of Spanish Grades 1-3

Websites
www.enchantedlearning.com
www.spanish4kids.com
www.rockaligua.com
www.youtube.com
www.calicospanish.com
www.quia.com
www.brainpop.com

Interdisciplinary Connections

Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard

NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard

NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

Unit 3A: Home Sweet Home/ Family

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Understand the basic pronunciation of the vocabulary associated with the family
- Describe your family
- Identify the vocabulary associated with the family
- Talk about the families in Spanish speaking countries

Essential Questions:

- What is a family?
- How are families different in Spanish speaking countries?

Skills/Knowledge:
Students will be able to:

- Identify members of the family and extended family in Spanish
- Describe their family
- Compare cultural differences of families in spanish speaking countries
- Respond to simple questions related to one's family
- Tell how many people are in their family

NJSLS 2020:

NJSLS:7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple, oral, and written descriptions. [10]
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable, culturally authentic materials. [10]
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. [10]
7.1.NM.IPERS.4: Give and follow simple, oral, and written directions, commands, and requests when participating in classroom and cultural activities. [4]
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Evidence of Learning

- Teacher observation
- Class participation
- Student pronunciation and response to questions
- Thumbs up/down
- Family tree project
- Partner activity
- Listening activity worksheet
- Vocabulary worksheet

Teaching Points:

1. TPR vocabulary introduction
2. PPT presentation of family vocabulary
3. Practice of oral pronunciation of of the vocabulary associated with the family
4. Bingo family
5. Talk and compare families in Mexico
6. Play "Tienes…" game
7. Pair/share partner activity "Tengo hermanos"
8. Make a family tree and label
9. Draw a picture of your family craftivity
10. Relationship worksheet Adela

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- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation

- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Family Portrait and description
- Family task cards

List of Core and Supplemental Materials:

Books:

Pepe no puede ver

Mi Familia y yo

Esta es mi familia

Songs:

La familia by Rockalingua

Como es tu familia? Spanish Rap

Videos

Family members by Senor Jordan

La familia by Fluency Professor

Websites:

www.enchantedlearning.com

ww.spanish4kids.om

www.abcteach.com

www.youtube.com

www.rockalingua.com

Interdisciplinary Connections

Learning about Spanish Speaking Countries-Connection with Social Studies

NJSLS 6.1.4.A.14, 6.1.P.D.1,. 6.1.P.D.2

Integration of 21st Century Skills and Life and Career Standard

NJSLS 9.2.4.A.1

NJSLS 9.2.4.A.2

Integration of the Technology Standard

NJSLS 8.1.2.A.4

NJSLS 8.1.P.C.1

3B: Home Sweet Home/ Transportation

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Describe different kind of mode of transportation in Spanish
- Identify vehicles of transportation in Spanish
- Compare the modes of transportation with Spanish Speaking Countries
- learn about the uniqueness and similarity of the different vehicles

Essential Questions:

- How do you get to different places?
- What is the fastest way to get to a location?

Skills/Knowledge:
Students will be able to:

- Describe different modes of transportation
- Identify the different vehicles of transportation
- Compare and contrast modes of transportation in Spanish speaking countries

NJSLS 2020:

NJSLS: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.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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.
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.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Evidence of Learning:

- Teacher observation
- TPR responses
- Recall and recite vocabulary
- Class participation
- Game participation
- Matching worksheet
- Student participation
- Cooperative learning activities

Teaching Points:

1. TPR introduction of vocabulary
2. SmartBoard vocabulary pictures/oral pronunciation practice
3. Flashcards with picture/vocabulary
4. Match the pictures worksheets
5. My Favorite Outfit activity /draw, label and describe
6. Make a transportation flipbook
7. Classroom discussion about transportation Spanish Speaking Countries.
8. PowerPoint of transportation in Spanish Speaking countries
9. My favorite way to travel craftivity
10. My favorite transportation classroom graph

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet/Quizlet live
- Mi transportacion favorita
- El Transporte mini book

List of Core and Supplemental Materials:

Books:
Tren de Carga
El Transporte
Cosas que Andan

Spanish Elementary
The Complete Book of Spanish

Videos:
Como Vamos by Basho and Friends
Medios de Transporte by Spanish Playground
Medios de Transporte by Rockalingua

Websites:
www.spanishlearninglab.com
www.youtube.com
www.spanishkidsstuff.com
www.quia.com
www.rockalingua.com
www.Spanishplayground.com
www.spanishtown.ca

Interdisciplinary Connections

Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard

NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard

NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

4A: Food, Glorious Food /Food and beverages

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Recognize,identify and name different breakfast foods and drinks in Spanish
- Categorize the different kinds of foods and drinks
- Compare with the foods and drinks of Spanish Speaking countries

Essential Questions:

- What do you eat and drink for breakfast?
- Can I express my food preferences?

Skills/Knowledge:
Students will be able to:

- Identify different foods and drinks in Spanish
- Demonstrate an understanding of the vocabulary words in Spanish
- Match the correct picture by listening to the vocabulary terms
- Express preference for various foods and drinks
- Retell a story using vocabulary through TPRS (Total Physical Response Storytelling)

NJSLS 2020:

NJSLS: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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
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.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short, memorized, formulaic sentences practiced in class.

Evidence of Learning

- Teacher observation
- Class participation
- Student participation
- Food practice Que es? What is it?
- Game participation
- Food and drink flipbook
- Song

Teaching Points:

1. Introduce the vocabulary words to students using food and drink props
2. Practice repeating and reciting vocabulary words
3. Classroom discussion about breakfast in Spanish Speaking countries.
4. Learning cards breakfast foods
5. Read “el almuerzo sorpresa” The Surprise Lunch
6. Learn and sing “la piramide de los alimentos song”
7. TPR “Barriga llena...corazón contento”
8. Bingo
9. Make your favorite lunch and dinner craft
10. Classroom graph of favorite lunch and dinner

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- Task cards
- Food Pyramid
- Me gusta/ No me gusta. Expressing likes and dislikes

List of Core and Supplemental Materials:
Food and drink manipulatives
Picture cards

Books:
Mi Comida
Comida!

Songs:
Tengo hambre by Basho and Friends

Videos:
Los alimentos general by Magical Spanish
Meals of the day in Spanish

WEbsites:
www.abcteach.com
www.youtube.com
www.spanishkidsstuff.com
www.spanishplayground.com
www.spanishtown.ca

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NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

4B: Food, Glorious Food/ Meals/ Breakfast, lunch and dinner

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Recognize,identify and name different lunch foods and drinks in Spanish
- Categorize the different kinds of foods and drinks for each meal
- Compare with the foods and drinks of Spanish Speaking countries

Essential Questions:

- What do you eat and drink for lunch and dinner?
- What is your favorite meal of the day?

Skills/Knowledge:
Students will be able to:

- Identify different foods and drinks in Spanish
- Demonstrate an understanding of the vocabulary words in Spanish
- Match the correct picture by listening to the vocabulary terms
- Express preference for various foods and drinks

NJSLS 2020:

NJSLS: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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
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.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short, memorized, formulaic sentences practiced in class.

Evidence of Learning

- Teacher observation
- Class participation
- Student participation
- Food practice Que es? What is it?
- Game participation
- flipbooks

Teaching Points:

1. Introduce the vocabulary words to students using food and drink props
2. Practice repeating and reciting vocabulary words
3. Classroom discussion about the foods and drinks in Spanish Speaking countries.
4. Learning cards
5. Play Guess what's for lunch and dinner
6. Read “el almuerzo sorpresa” The Surprise Lunch
7. TPR “Barriga llena...corazón contento”
8. Bingo
9. Make your favorite lunch and dinner plate craft

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- La comida sentence completions
- Que Quieres? Read and cut illustration
- Grocery bag matching

List of Core and Supplemental Materials:
Books:
Mi Comida Favorita
El Almuerzo Sorpresa
Guacamole

Songs:
Tengo hambre by Basho and Friends

Videos;
Lets Eat in Spanish by Sesame Street
Comida/Tengo Hambre by Little Spanish Castle

WEbsites:
www.songsforteaching.com
www.abcteach.com
www.youtube.com
www.spanishkidsstuff.com

Interdisciplinary Connections
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NJSLS 6.1.4.A.14, 6.1.P.D.1,. 6.1.P.D.2

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NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

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NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

Unit 5A: Celebrations/ Fiesta Foods of Mexico

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Identify the foods eaten during El Festival de Mexico
- Express preference for different Mexican foods.
- Recognize cultural products and practices associated with Mexico

Essential Questions:

- What are similarities and differences between the culture of Mexico and your own?
- How is Mexican food different from the foods you eat?
- What kinds of Mexican foods do you like/dislike?

Skills/Knowledge:
Students will be able to:

- Identify Mexican foods included in the vocabulary list by name and picture.
- Identify which foods are eaten for breakfast, lunch and dinner
- Express the foods they like or dislike
- Demonstrate an understanding of cultural perspective on meals and foods in Mexico
- Talk about different celebrations in Mexico. La Festival de Mexico

NJSLS 2020:

NJSLS: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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
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.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Evidence of Learning

- Teacher observation
- Class participation
- Group/whole class discussion
- Pair work
- Recipe worksheet

Teaching Points:

1. Explore Mexican food menus in Spanish and English
2. Explore Mexican recipes
3. Use Smart Notebook to drag and drop food names/pictures into different menu categories.
4. Make a list of cognates (taco, burrito, quesadilla, etc.) that are used in the United States
5. Learn the names of special ingredients like habaneros, chiles, poblano, etc.
6. Watch a video of Traditional Mexican Cuisine
7. Gather information about student preferences and make a classroom graph

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Google slide presentation
- Mexico Reading comprehension

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

List of Core and Supplemental Materials:
Books:
Mexican Meatball Soup
Guacamole
Mexican Cookbook for Kids
Jalapeno Bagels

Videos:
Mexican Food, Culture And Traditions
Kids vs Food /Mexican Snacks

Websites:
www.lindomexicorestaurant.com
www.lataqueria.blogspot.com
www.recetas-mexicanas.org
www.youtube.com

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14, 6.1.P.D.1,. 6.1.P.D.2

Integration of 21st Century Skills and Life and Career Standard
NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

World Language Pacing Guide

Name of Unit	Marking Period	Duration (weeks)	Assessments
Unit 1A Introductions	1	5	**Assessments:** *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Una conversacion/A conversation using target vocabulary ● Making Friends fill in the blanks ● Story sequencing using pictures and phrases
Unit 1B All about me/Making Friends	1	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Como te sientes? Questionnaire. How do you feel? ● Emoji feelings mini book using target language

			learned ● Interview/partner share
Unit 2A Days of the week	2	5	**Assessments:** *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● ¿Cuántos?'s /identifying the quantity of days of the week on a calendar, number of days in a specific month, or the number of colored objects in a picture ● Calendar fill in worksheet ● Today, tomorrow and yesterday identification fill in
Unit 2B Months of the year	2	5	**Assessments:** *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet months matching ● Quizlet live

			• Weather report
Unit 3A Family	3	5	**Assessments:** *Formative:* • Teacher observation • Class participation • questioning • student response • Pronunciation of target vocabulary • successful completion of classwork *Summative:* • Oral presentations • Student portfolios • Family Portrait and description • Family task cards
Unit 3B Transportation	3	5	*Formative:* • Teacher observation • Class participation • questioning • student response • Pronunciation of target vocabulary • successful completion of classwork *Summative:* • Oral presentations • Student portfolios • Quizlet/Quizlet live • Mi transportacion favorita • El Transporte mini book
Unit 4A Food and Beverages	4	5	*Formative:* • Teacher observation • Class participation • questioning • student response • Pronunciation of target vocabulary

			● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Task cards ● Food Pyramid ● Me gusta/ No me gusta. Expressing likes and dislikes
Unit 4B Meals	4	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● La comida sentence completions ● Que Quieres? Read and cut illustration ● Grocery bag matching
Unit 5A Mexico/Fiestas/Food	4	Incorporated into Units 4A and 4B	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations

			• Student portfolios • Google slide presentation • Mexico Reading comprehension