Elementary Spanish (Grade 3)

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Summary

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students now and as they advance through the program/grade levels in preparation for a future in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. The goal of the elementary Spanish program in grades three, four and five is to support students in attaining the Novice Mid Performance Expectation in the three communicative modes by the end of grade 5. Standards addressed in this unit reflect Novice Low and/or Novice Mid Performance Expectations based on the individual proficiency levels of the students at specific points in the year.

Grade three students will demonstrate their understanding of the pronunciation of Spanish vowels and sounds through their increased use of the target language in class. They will begin to demonstrate their auditory development in responding appropriately to their teacher's target language usage. Students will gradually progress from the word level to using simple phrases and short sentences when reviewing past learning and sharing information about themselves, people around them and their everyday environment. Topics include house and school and the essential parts of each of these locations.

Revision Date: May 2020

Standards

The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

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.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.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.

NJSLSA.L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions/Enduring Understandings

- How can I express my likes and dislikes when I don't know all the words (of a target language)?
- What am I afraid of in hesitating to speak this language? How can I overcome my hesitancy?
- How much cultural understanding is required to become competent in using a language?
- How can I explore and describe cultures without stereotyping them?
- In which ways are the English language and the Spanish language similar and different?
- What should I do in my head when trying to discuss my surroundings (school and home) in Spanish?
- How can I sound more like a native speaker when I describe family members and pets in Spanish?
- How can the use of prepositions to identify and describe classroom objects and items in the house help me to be more accurate when speaking and assist me in sounding more like a native speaker of Spanish?

Objectives

Students Will Know

- how to communicate independently at the word level and/or using memorized words and phrases when identifying rooms of the house and items found in these rooms.
- how to communicate independently at the word level and/or using memorized words and phrases when sharing basic information about their family members and pets.
- how to communicate independently at the word level and/or using memorized words and phrases when asked to identify increased quantities using numbers (1-1000).
- how to communicate independently at the word level and/or using memorized words and phrases when using vocabulary and expressions associated with people, places and things found in a school.
- how to communicate independently at the word level and/or using memorized words and phrases when indicating their preferences for subjects studied in school.
- how to communicate independently at the word level and/or using memorized words and phrases when speaking in the first person singular.

Students Will be Skilled At

- demonstrating comprehension of Spanish in written and oral form through pictures, gestures, or words.
- communicating at the word, phrase, and simple sentence level about

people, places and things found in a school.
- communicating at the word, phrase, and simple sentence level about classroom items needed by students in school.
- communicating at the word, phrase, and simple sentence level about family members and pets.
- distinguishing the difference between singular and plural words and phrases in Spanish and when to use them.

Learning Plan

Teacher will:

- keep the use of English to a minimum, with most instructions and directions given in the target language.
- use authentic objects, gestures, pictures, and other visuals to convey meaning.
- teach vocabulary in context, making it relatable to students.
- use paired activities and small-group learning.
- provide comprehensible target language input to assist students in acquiring the ear for the Spanish language.
- provide weekly practice in the target language with a variety of content-based activities, games, songs, puzzles, conversation prompts, and writing tasks to promote understanding of the target language and exposure to unit relevant grammar and vocabulary.
- plan formative and summative assessments that elicit student ability to identify familiar people, places, and/or objects based on what is seen, heard and/or read.
- plan formative and summative assessments that elicit student ability to respond to what is seen, heard and/or read using memorized words and/or phrases.

Units of study and suggested vocabulary:

- a. **Numbers**: numbers by 10's to 100 in Spanish and by 100's to 1000 in Spanish.
- b. **Address**: home address in Spanish and numbers of the house.
- c. **Rooms of the house:** la casa, la sala/el salón, el comedor, el dormitorio, la cocina, el patio, el baño, el jardín, el sótano, el ático, el garaje.
- d. **Items of the house:** la puerta, la ventana, la mesa, la silla, las cortinas, la lámpara, el refrigerador, el sofá, el reloj, el teléfono. la televisión, la alfombra, la cama, el inodoro, los videojuegos
- e. **Reinforcement of Family**: mamá/madre, papá/padre, hermano (a), abuelo (a), tío, tía, primo (a), bebé, hijo (a)
- f. **Animals**: gato, perro, pez, hámster, conejo, pájaro, rana, tortuga

- g. **Animals(Optional Extension)** : zoo animals, sea animals, desert animals, rainforest animals and their habitats
- h. **School Places:** la escuela, la oficina, la cafetería, la biblioteca, la enfermería, el salón de clase o la clase, el gimnasio, la oficina de director(a), el pasillo
- i. **People in School**: el director (a), el maestro (a), la enfermera, la secretaria, el/la estudiante, el portero/el custodio, la bibliotecaria, el amigo.
- j. **Classroom objects**: el lápiz, la regla, los crayones, el libro, las tijeras, la carpeta, el pegamento, la mochila, el papel, el sacapuntas, los marcadores, el borrador, la pizarra inteligente, el lapicero/el bolígrafo/ la pluma, el cuaderno, el escritorio/el pupitre, los lápices de colores, la calculadora, el reloj, la silla, la mesa
- k. **School subjects**: español, mátematicas, ciencias, historia, leer, escribir, musica, arte, educación física, recreo, almuerzo, biblioteca
- l. **Prepositions**: derecha, izquierda, arriba, abajo de, adelante de, atrás, encima de, cerca de, lejos de, entre, al lado de

Assessment

When taking a World Language, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the communicative modes (Interpretive, Presentational and Interpersonal) demonstrates the development of communicative proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Deparmental grading plan:
https://docs.google.com/document/d/13izbIzBISTg1EzBUpz2rtATBNGAdPdO_Glt4pDoo7GA/edit

Engagement in interpersonal communication:

- Follow and respond appropriately to simple oral directions, commands and requests for participating in age-appropriate classroom activities.

- Imitate appropriate gestures and intonation of the target language during greetings and daily interactions.
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
- Participate in simple conversations about family members and workers in the school community.
- Work in pairs and small groups using new and previously learned vocabulary.

Suggested Activities:

- Students will interview classmates about their favorite subjects in school, animals, rooms of the house, etc. using memorized questions and phrases in the target language.
- Human Scavenger Hunt: Students will find someone who has a pink room, or has a garage etc. listed on a bingo-like board. They will ask classmates if they have certain things and if they say yes they sign the box.Students will answer questions - about a variety of topics- that the teacher or classmates present to the class, in the target language, while tossing a ball around the room.
- Students will work together to identify different vocabulary words and phrases during games, worksheets, and other short prompts.

Engagement in presentational communication:

- Recite simple rhymes, songs and skits using new and previously learned vocabulary.
- Copy/write words, phrases, or simple guided sentences on familiar topics.
- Name and label pictures of new and previously learned vocabulary.
- Create and present projects in written and/or spoken form based on units of study, using appropriate Spanish vocabulary.
- Practice and perform Spanish songs, utilizing vocabulary from the units learned.

Suggested Activities:

- Students will design their own rooms / houses and present to a small group or class using the target language.
- Create and present a classroom or school
- Students will use their teacher’s bitmoji to take pictures of her in different rooms in their house and write sentences about it in Spanish and create a slideshow
- Students will draw and describe their pet or “dream pet” and present it to a partner or small group.
- Students will draw a backpack and fill it with the classroom objects needed for school and label each item in Spanish. When complete, students will share it with their partner, small group, or entire

class.

Engagement in interpretative communication:

- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical and verbal responses.
- Recognize familiar people, places, and objects based on oral or simple written description.
- Listening to short stories and descriptions based on units of study.
- Respond to songs, videos and stories that incorporate vocabulary related to the units of study.

Suggested Activities:

- Students will play who's home-by saying their address or phone number in Spanish and that person has to answer
- Students will play numbers Bingo
- Students will use their backpack drawing from their previous presentation and share it with their partner without showing them. Each student will describe in the target language what is included in the backpack and the listening student must identify the objects inside.
- Students will use their bedroom drawing from their previous presentation and share it with their partner without showing them. Each student will describe in the target language what is included in the bedroom and the listening student must identify the furniture inside (verbally or in a drawing).

Common grading and assessment information:

https://docs.google.com/document/d/16G5DYtxwm_JHnI2woOyso6NUT76kmIQDQSc74rw_dQ4/edit

Elementary Spanish Common Course Expectations Plan

https://docs.google.com/document/d/13izbIzBISTg1EzBUpz2rtATBNGAdPdO_Glt4pDoo7GA/edit

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments:

Any resources, not included in the current CORE BOOK LIST, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Online Materials:

- Rockalingua
- Google Slides
- Quizlet
- SMARTboard Interactive Activities
- Youtube videos

Additional Materials:

- Visual Representations of vocabulary
- Teacher created games, worksheets and activities

Integrated Accommodation and Modifications

This link includes content specific accommodations and modifications for the populations listed below:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing