| ***3rd Grade***  ***Unit 1: Regresamos a la escuela***  ***September - October (60 days)*** | | | | | |
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| **Targeted Standards:**  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.  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 one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.  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. | | | | | |
| **Rationale and Transfer Goals:**  In the first unit of the year, children become acquainted with their teacher, classmates, and classroom. They begin the year by developing interpretive skills by listening and responding physically to the teacher's direction, commands and instructions. Students will learn to convey appropriate greetings and farewells and basic expressions of emotion and physical well being in Spanish. Students will be able to communicate using memorized words and phrases to explore school life and identify everyday school objects at the novice level. Within the context, students will learn about schools and schedules in Hispanic countries and compared it to schools in the United States. | | | | | |
| **Enduring Understandings:**  Students will understand that listening for familiar words like cognates will give them clues to help them figure out what the speaker is saying.  Learning a different language/culture leads to greater understanding of one’s own culture.  Language learning involves taking risks and learning from one’s mistakes.  Students will understand that schooling varies within a culture, as well as between cultures.  Children will understand how they prepare for school and their activities reflect their culture and might be similar and/or different from those of a student in a Spanish speaking country.  Students will understand that listening and observing are important when learning a language.  Students will learn nouns and articles in Spanish are gender and number specific. | | | | | |
| **Essential Questions:**  What is communication?  What do you need to be able to do in another language to communicate?  How can I better understand when I do not know everything I read and hear?  How do you greet someone in Spanish?  How do names differ in Spanish from names in English?  How are introductions made in Spanish?  What are proper gestures to use when meeting someone new?  When do you speak formally and informally?  How would you say hello and goodbye in Spanish?  How would you ask someone their name in Spanish?  How would you tell someone their name in Spanish?  How do I ask how someone is feeling in Spanish?  How is my classroom the same and/or different from a classroom in a Hispanic country?  How do I describe things in my classroom?  How can I describe my school?  How do I identify the everyday objects I use at school?  How do I provide a detailed description of objects I need to use in the classroom?  How are school schedules different in the US compared to schools in Hispanic countries?  Who are the important people in a school?  How are schools different in the US compared to schools in Hispanic countries? | | | | | |
| Content/Objectives | | | Instructional Actions | | |
| Content  *What students will know* | Skills  *What students will be able to do* | | Activities/Strategies  *How we teach content and skills* | | Evidence (Assessments)  *How we know students have learned* |
| Commands and instructions for basic classroom procedures in Spanish  Greetings and leave-taking expressions in Spanish  Introduction of self/others in Spanish  Spanish Names  Structure questions/responses in Spanish  Courtesies in Spanish  Express emotions/feelings  Cognates  Numbers 1-100 in Spanish  Classroom objects in Spanish  Ways to express likes and dislikes about subjects  Parts/locations of the school in Spanish  Names and titles of important people in the school  School subjects in Spanish  How to read and follow a school schedule  How to ask and answer important school related questions  How to compare and contrast schools and their schedule of children in Latin America to a school schedule in the USA | Follow and give commands in Spanish  Identify cognates  Sing a hello and goodbye song  Say hello and goodbye in Spanish  Request someone else's name and respond to a request for their own name in Spanish  Differentiate between the use of formal and informal greetings  Request and express degree of physical well being in Spanish (bien mal, asi-asi) (¿Cómo estás?)  Use appropriate gestures for greetings and leave taking from the target culture  Pronounce common Spanish names  Ask and answer may I use the bathroom? and may I get some water? in Spanish  Use kind words such as thank you, yes, no, your welcome, sorry etc…  Identify numbers 1-100  Identify classroom objects and other school vocabulary orally  Correctly spell vocabulary related to the classroom and school  Give and follow directions that will lead them to the different parts of the school  Identify who are the school personnel and where you would find them in a school  Identify school subjects in Spanish  Design an ideal school schedule  Compare and contrast the schools, subjects, times and school day of a typical Latin American child with their own  Express likes and dislikes about school subjects  Counts objects by quantity using the question “¿cuántos hay?”  Use the verb “tener” to express I have…  Describe what materials they have and use on a daily basis in school  Correctly quantify nouns in Spanish with accurate usage of gender and number | | Use powerpoint presentation to introduce vocabulary  Songs online/CD’s  TPR activities  Use pictures of people meeting from Spanish countries  Demonstrate a typical encounter with someone from a spanish country showing common gestures, different greetings based on time of day, and using formal and informal when addressing people (use puppets with dialogue)  Discuss common Spanish names  Flashcards or use powerpoint presentation to introduce the question ¿Cómo estás? and the responses  Introduce various commands for the year by playing simon says  Students should practice counting with objects or singing songs  Use flashcards and label the classroom objects in the room  Show examples of courtesies words in Spanish  Flashcards/picture of places/people in a school  Sample authentic schedules  Youtube clips/Videos about schools in Latin America  Authentic pictures of schools in hispanic countries  Classroom object flashcards  Games: Adivina, Matamoscas, Bingo, Memory/ concentration, What’s missing? (whole group or small group), Pictionary, etc.  Classroom based activities using technology tools  Interpretive:  Sing a hello and Goodbye song to start and end class  Give students a list of cognates and see how many they can translate on their own.  Use practice worksheets on topics in this unit  Match pictures with vocabulary words  Watch clips on youtube about school related topics  Interpersonal:  Pair Activity: Students take turns miming different feelings and other students interpret his/her feelings using the question ¿Cómo estás?  Pair Activity: Give students various command words and have them act it out to one another  In groups, students can describe how many classroom objects are in the room  In pairs, give students flashcards to practice classroom objects, numbers, and the verb “tener”  Class discussion: Compare and contrast schools in the US to schools in hispanic countries  Class discussion about school schedules  Presentational:  Preform unscripted Role Play Conversations with partners  Students can draw different faces of their emotions and label how they are feeling in Spanish  Mochila Project: Give students copies of a bookbag or students can draw it; inside the bookbag students are to draw and identify as many classroom objects are the can  Students can create a floor plan of the locations in a school in Spanish  Create a chart/graph as a class of subjects students like or dislike  Design an ideal school schedule, labeled in Spanish (use a rubric) | | Class participation  Teacher observation  Oral Presentation  Completed written activities  Quiz on vocabulary  *Example End of the Unit Assessments:*  Presentational Assessment:  Preform unscripted Role Play Conversations with partners  Mochila Project: Give students copies of a bookbag or students can draw it; inside the bookbag students are to draw and identify as many classroom objects are the can  Students can create a floor plan of the locations in a school in Spanish  Create a chart/graph as a class of subjects students like or dislike  Design an ideal school schedule, labeled in Spanish (use a rubric)  [Assessments Folder](https://drive.google.com/open?id=11OL-XdqSxSWLuKjjg3VeV7fOQ8DOZagw) |
| Spiraling for Mastery | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| Greetings  Expression of emotion  Numbers  Commands | | Previous Year Spiraling:  Identifying greetings  Identifying expressions of emotion  Identifying classroom objects  Identifying numbers  Identifying commands | | Continual practice of the content/skill until students have mastered the vocabulary. | |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).  9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).  9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. | | | | | |
| **Key resources:**  Magic Box with tangible items  Interactive games  Songs about classroom objects  Teacher made materials (flashcards)  CD’s /DVD’s  Books about classroom objects  Bilingual Books on colors, numbers, greetings, and feelings  Teacher generated worksheets: colors, numbers, greetings, and feelings  Practice worksheets on greetings  Youtube clips/ videos about schools in Latin America | | | | | |
| **Interdisciplinary Connections:**  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | | |