

Spanish

Grade 3

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Spanish - 3rd Grade

Course Description:

Third Grade Spanish builds upon the vocabulary learned in first and second grade with more emphasis on speaking, reading and writing. Students will understand that Spanish comes from Spain and they will be able to connect Spanish to English through cognates. Students will be able to locate Spain and Mexico on the map, as well as Central and South America. Students will learn some basic history of Spain and Mexico in order to understand their holidays and influences on our country. Students will be able to pronounce, read, and spell Spanish words by learning the alphabet. **Students will take notes** on the thematic units: Salutations, basic dialogue phrases and questions, family members, classroom objects, and calendar words. They will use these notes in partner collaboration, to take quizzes and class surveys, and write and present dialogues. Students will participate in cultural activities from Mexico and Spain to better appreciate and respect diversity.

Course Sequence:

- **Unit 1: Greetings and Farewells, Emotions, Spanish heritage**
- **Unit 2: Día de Los Muertos, Weather, Seasons, Calendar, December holidays**
- **Unit 3: Numbers, Alphabet/dictionary, Spain and Spanish culture, Body Parts**
- **Unit 4: Classroom objects, Family, Animals, Sports**
- **Unit 5: Cinco de Mayo, Mexican history, Clothing, Dialogue**

Prerequisite:

2nd Grade Spanish

UNIT # 1**Overview****Content Area: Spanish****Unit Title: Unit 1: Greetings and Farewells, cultural heritage and respect, emotions****Grade Level(s): 3**

Core Ideas: Students will use greetings, farewells, and courtesy words within a whole group, with partners or individually. They will brainstorm words they remember from last year and what a cognate and a false cognate are. Students will be able to follow simple commands used frequently in a classroom. Students will understand why it is important to learn Spanish with respect to the population of Hispanics in the US, and why we should respect other cultures. (tie-in to Week of Respect and Hispanic Heritage Month) They will brainstorm what influences the Hispanic culture has brought to the US.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSL)**

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.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.IPRET. 2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.2	Identify how you might like to earn an income.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Technology Literacy (standard 8 or 9.4.(TL))

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.
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Interdisciplinary Connection

6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.HistoryU P.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Amistad: In learning about Spanish heritage, the contributions of people of African heritage will be included, specifically the contributions of slaves to Spanish exploration and land conquests.

SEL: Students will identify and share how they are feeling. They will understand that people have different emotions in various situations.

Unit Essential Question(s):

- Why do you think it is important to learn Spanish?
- Are there universal words and signs used for greetings and salutations?
- How do you express your feelings in Spanish? How do you ask someone else about their feelings?
- Why do you think we have a Hispanic Heritage month here in America? How does Hispanic Heritage impact us?

Unit Enduring Understandings:

- Global Hispanic population is over 15% and increasing; Hispanic defines anyone who speaks Spanish as their first language
- Hispanics have contributed in all areas of life: art, culture, sports, science, etc.
- Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish.

- Target vocabulary for greetings, emotions, and courtesy words that will be used throughout the year.

Evidence of Learning

Formative Assessments:

- thumbs up/down
- discussions and questioning
- flashcards
- observation of discourse and dialogue
- pronunciation of target vocabulary
- student participation
- smart pal/whiteboard responses

Summative/Benchmark Assessment(s):

- Unit quiz
- Partner discussion; individual conferencing with teacher
- teacher observation

Alternative Assessments:

- video of answers using Flipgrid
- draw comic strip with dialogue

Resources/Materials:

SmartPals
SmartBoard
Dry erase markers
Index Cards

Key Vocabulary:

cognates, hispanic, culture, heritage, buenos días, tardes, noches, bien, mal, así así, me llamo, gracias, por favor, hasta mañana, luego, la vista, siéntate, levántate, cierre, abre, levante su mano,

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is your name?	Give Spanish name (same as last year if possible); learn to pronounce and answer “¿Cómo te llamas?” with “Me llamo...”. Demonstrate background knowledge by reviewing what is remembered from last year. Students discuss what career they might want to follow to earn an income.	Students will choose and write their Spanish names on a nametag; use a Scavenger Hunt to learn the Spanish names of classmates; work with partners to develop a list of what they recall from 2nd grade. Class creates a list of what was learned last year. Replay Number/color song on Rockalingua. Students answer ¿Que quieres ser cuando seas mayor?, to explain what career they might be interested in.	1 Class Period
Greetings/ courtesy words/ emotions	Students will write phrases and words used for greetings, farewells, and courtesy. Students will understand the importance of using manners in all cultures. Students will identify emotions and feelings in Spanish. They will answer questions about how they are feeling.	Show video of saludos y despedidas. Review vocabulary as listed above. Act out with students. I do, we do, you do. Hand out flashcards with expressions. Students review with partners and then ask each other questions after the teacher's demonstration. Show faces with emotions. Name in English. Explain in Spanish. Use Rockalingua to show expressions. Say words and students draw on smart pal.	3 Class Periods
Hispanic Heritage	Hispanic heritage month: 9/15-10/15; the word Spanish comes from Spain;	Use Nick Jr. video to introduce Hispanic Heritage month; discuss the importance of	2 Class periods

	there are 21 Spanish-speaking countries in the world; locate them on a map; brainstorm influences of Hispanic culture on the US. How can we show respect to people of other cultures; what is a cognate/false cognate?	culture; how we are influenced by Hispanic and Latinx culture. Show map of countries. Discuss people came from everywhere, including Africa. Students color only Spanish-speaking countries on a map. Identify cognates as they learn; point out similarities in spelling and meaning.	
Commands and Routines	Students will be able to follow basic commands used in the classroom; Students will understand routines and how they are effective.	Give commands without acting out to check for retention from last year. Give commands while demonstrating and have students copy. Play Command Rap. Add basic classroom commands for taking out supplies and putting them away.	2 Class periods

Teacher Notes:

Additional Resources:

Nick Jr. Hispanic Heritage Month

Saludos y Despedidas, Greetings

Command Rap

Maps of Spanish speaking countries

Flashcards with greetings

www.spanishmama.com

<https://rockalingua.com/>

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Preferential seating ● Partially completed assignments ● Allow wait time before answering 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Give oral assessments ● Assign a buddy ● Allow errors in speaking and writing ● Use realia and images wherever possible ● Partially completed assignments
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Extension activities ● Assign partners for assistance or extension ● Assign additional digital activities and research 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Extra in-class support ● Work with partner ● Modified work; extra time for completion
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 plan ● Access to Chromebook to assist with work ● Apply modifications and accommodations as indicated 	Leveled projects allow for varied abilities for all groups.

UNIT # 2**Overview****Content Area: Spanish****Unit Title: Día de Los Muertos, Calendar, Weather, Seasons, December Holidays****Grade Level(s): 3**

Core Ideas: Students will learn about the significance of Día de Los Muertos and compare and contrast it to Halloween. They will review calendar words for the months, days, and seasons. They will identify various weather terms and use them to describe the seasons. Students will be able to tell their birthday and age in the target language. Students will learn about December holidays in Spain and Mexico. They will act out the tradition of Las Posadas and Día de los Reyes.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

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.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.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
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.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue
9.2.5.CAP.9	Justify reasons to have insurance.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.ED.1:	Explain the functions of a system and its subsystems.
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Interdisciplinary Connection

3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
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Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

Climate change: Discuss the climates of the regions of the US and how they are affected by climate change. Discuss ways to protect environments and reduce environmental impact.

Unit Essential Question(s):

- Why is Día de Los Muertos celebrated? How is it similar and different from Halloween?
- How is the date written in Spanish? What is a trick to remembering the day comes before the month?
- What are cognates among the months? What are the similarities and differences between the days of the week?
- How do you ask about someone's birthday in Spanish? How do you answer?

Unit Enduring Understandings:

- Día de los Muertos honors people who have died. It is not related to Halloween although there are similarities between the holidays.
- The date in Spanish-speaking countries has the day first, eg. the 1st day of Sept..
- Most of the months are spelled similarly in Spanish and English. Many of them have roots related to the planets and solar system.

<ul style="list-style-type: none"> • What December/January holidays are celebrated in Spain, Mexico? 	<ul style="list-style-type: none"> • The days of the week begin with Monday/Lunes. • Holiday traditions can be unique to one country. • Las Posadas is one tradition in Mexico and Puerto Rico in which people go door to door to find a place to stay.
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Evidence of Learning

Formative Assessments:

- thumbs up/down
- discussions and questioning
- flashcards
- observation of discourse and dialogue
- pronunciation of target vocabulary
- student participation
- smart pal/whiteboard responses

Summative/Benchmark Assessment(s):

- Unit quiz
- Partner discussion; individual conferencing with teacher
- teacher observation

Alternative Assessments:

- video of answers using Flipgrid
- draw comic strip with dialogue

Resources/Materials:

Google slides
 calendar
 Birthday poster
 Rockalingua
 Paper for altars
 Days of the week song: YouTube
[Christmas in Latinx countries](#)
[Las Posadas](#)

Key Vocabulary:

los días de la semana, cumpleaños, cuántos, años, tienes, tengo, calavera, tiempo, las estaciones: primavera, verano, otoño, invierno, posadas, feliz navidad, reyes, regalo, altar, calavera

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Día de los Muertos	To understand the significance of this day and how it is celebrated. Students will identify and name the various objects used during the holiday. Similarities and differences related to Halloween will be charted.	Show video on Rockalingua. Read story and point out all new vocabulary. Name the objects on the altar for honoring the dead. Note that it falls near Halloween. Complete Venn Diagram to compare and contrast the 2 holidays. Students create their own altar, complete with comida, papel picado, fotos, etc.	2 class periods
Calendar/ Birthdays	Students will be able to name the days of the week, months of the year and identify yesterday, today, and tomorrow. Students will be able to ask and answer questions about their birthday and their age. (ongoing through the year: writing and saying the date)	Act out song for Days of the Week. Write them in order on the Spanish calendar, beginning with Lunes. Complete calendar with months of the year. Identify cognates and connections to the solar system. Show Birthday Banner. Ask students for birthdays and fill in on a poster. In a circle, they “popcorn” ask each other for their birthday and how they are.	2 class periods

<p>Seasons/ Weather</p>	<p>Students will be able to identify and say the names for the 4 seasons of the year. Students will understand that each season brings different weather. Students will be able to chart the weather for a week. They will be able to use weather terms in Spanish. (ongoing through the year). Students will understand the effects of climate change on countries other than the US. They will understand the importance of having insurance.</p>	<p>Play song for the seasons of the year. Review, say and repeat the 4 seasons. Students fold paper into quarters, and draw and label each season. Repeat weather terms for each day of the week: soleado, caliente, lluvioso, etc. Discuss climate change and its effects on Spanish-speaking countries. Explain reasons for having home insurance, especially during weather incidents. Students create digital graphs to describe weather patterns during each season.</p>	<p>2 class periods</p>
<p>Holidays/Las Posadas</p>	<p>Students will understand holidays that are celebrated in Spanish-speaking countries during December/January. They will authentically celebrate Las Posadas.</p>	<p>Show video about “Navidad en países latinos.” Discuss the similarities. Explain the origin of the poinsettia plant: use a map and talk about the historical connection between the US and Mexico. Show the Tomie de Paola version of Las Posadas. Walk students through halls to find “doors” to knock on. Students knock and ask ¿Hay posada? until they find a message that says “Sí”.</p>	<p>2 class periods</p>

Teacher Notes:

Additional Resources:

[Effects of climate change on Mexico, Central America](#)

Days of the week song: YouTube

[Christmas in Latinx countries](#)

[Las Posadas](#)

Differentiation/Modification Strategies

<p>Students with Disabilities</p>		<p>English Language Learners</p>	
<ul style="list-style-type: none"> ● Consult student IEP ● Preferential seating ● Assign a buddy ● Allow ample wait time before calling on students ● Partially completed assignments 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Give oral assessments ● Assign a buddy ● Allow errors in speaking and writing ● Use realia and images wherever possible ● Partially completed assignments 	
<p>Gifted & Talented Students</p>		<p>Students at Risk</p>	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Assign extension activities online or on paper ● Use as peer tutors 		<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Peer tutoring ● Online activities 	
<p>504 Students</p>		<p>Other:</p>	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Apply modifications and accommodations as indicated ● Allow access to Chromebook for assistance 			

UNIT # 3**Overview****Content Area: Spanish****Unit Title: Spain and Spanish culture, Numbers from 1-100, Alphabet and Dictionary, Body Parts****Grade Level(s): 3**

Core Ideas: Students will learn about Spain and where it is located on a map. They will understand the global influence. Students will be able to count up to 100, by ones and tens. Students will learn the alphabet to read and pronounce words in Spanish. Students will make their own picture dictionary. Students will be able to label and name body parts.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

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.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.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.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.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors
9.4.5.TL.5	Collaborate digitally to produce an artifact
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.

Technology Literacy (standard 8 or 9.4.(TL))

9.4.5.TL.5	Collaborate digitally to produce an artifact
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Interdisciplinary Connection

3.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
6.1.5.GeoG1.2	Use historical maps to explain what led to the exploration of water and land routes

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

Holocaust: Demonstrate an understanding of the many different influences that help to form a person, including culture, background, family, etc. Connect to lessons of Spanish people and Spanish history of marginalization. Establish understanding of acceptance of all people from various countries.

Amistad: When explaining Spain's exploration period, include the contribution of slavery to their conquests and wealth. Christopher Columbus famously used African slaves to establish the Spanish colony in the Americas.

LGBT/Disabilities: When learning body parts, include images and videos of people of varying abilities with and without disabilities. Discuss various body types and acceptance of differences.

Unit Essential Question(s):

- Why is it useful to learn how to count in another language?

Unit Enduring Understandings:

- Learning numbers in other languages reinforces knowledge of the numerical process.

<ul style="list-style-type: none"> ● How can I pronounce words in Spanish accurately? How does knowing the alphabet help with that? ● What are Spanish words for each letter of the Spanish alphabet? ● Where is Spain? How did it influence other countries? ● Why do other countries speak Spanish? 	<ul style="list-style-type: none"> ● Students will be able to say the numbers and alphabet in Spanish. ● A dictionary contains words for every letter in the alphabet in alphabetical order. ● Spain is in Europe. Its capital is Madrid. ● Spain’s history shows how it conquered many countries across the Atlantic.
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Evidence of Learning

Formative Assessments:

- thumbs up/down
- discussions and questioning
- flashcards
- observation of discourse and dialogue
- pronunciation of target vocabulary
- student participation
- smart pal/whiteboard responses

Summative/Benchmark Assessment(s):

- Unit quiz
- Partner discussion; individual conferencing with teacher
- teacher observation

Alternative Assessments:

- video of answers using Flipgrid
- draw comic strip with dialogue

Resources/Materials:

maps of Spain and Spanish-speaking countries
globe
Rockalingua
Basho Alphabet song
Paper for dictionaries
Spanish dictionaries
Google slides

Key Vocabulary:

**discapacidad, afroamericana, judía, etc.,
cabeza, brazo, cara, pelo, etc (cuerpo)**

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Spain	Students will be able to find Spain on a map and identify its capital city. Students will understand the impact of Spain’s exploration and conquests around the world. Include discussion about entrepreneurs vs. employees.	Hand out maps to each student. Let them look with a partner and complete: KWL chart (SQE in Spanish). Find Spain on a map, globe, and online. Students work with partners to find and label Spain and its capital, Madrid. Students present to class, in Spanish. Answer: “¿Dónde está España? España está aquí.” Discuss the role of climate change in Spain. How did it help the explorers to have an employer? What would they have needed to run their own business?	1 class period
Numbers	Students will be able to count from 1-40 and by tens from 1-100. Students will be able to complete simple math problems in Spanish. Students will identify hundreds, tens and ones in TL.	Play Rockalingua video for numbers. Call students by their numbers to stand up. Complete notes/worksheet. Use smart boards to check for understanding. Say number, they write it. Show basic addition and subtraction in spanish. Students complete math problems and give answers in spanish.	2 class periods

Alphabet	Students will be able to identify the letters of the Spanish alphabet and pronounce them. Students will create a pictiography with a word for every letter. Students will understand the organization of a dictionary. Students will work on a shared document to create the pictiography.	Introduce the alphabet using Google Slides. Say and repeat. Play Basho's Alphabet song. Say and repeat. Create a list of words for each letter of the alphabet. Introduce the pictiography. Show samples. Students work with teams to create their own pictiography. Groups of 4-5 work best.	2 class periods
Body Parts	Students will be able to name body parts. They will identify basic needs of a body. They will notice that all people, with all different abilities, looks, cultures, have the same bodies and the same needs.	Sing "Cabeza, hombros, rodillas, pies." Use Google slides with people from ALL areas of life using their bodies in all ways. Discuss. Have students work in groups to draw a monster. They will give the instructions to each other: the body has 3 legs, 2 heads, 5 feet, etc.	2 class periods

Teacher Notes:

Need large map and globe markers
paper and pencils
playing cards

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Preferential seating ● Assign a buddy ● Allow ample wait time before calling on students ● Partially completed assignments ● Modified dictionary work 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Give oral assessments ● Assign a buddy ● Allow errors in speaking and writing ● Use realia and images wherever possible ● Partially completed assignments
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Assign extension activities online or on paper ● Use as peer tutors 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Peer tutoring ● Online activities
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Apply modifications and accommodations as indicated ● Allow access to Chromebook for assistance 	Rockalingua can be used to review current or previous work for early finishers.

UNIT # 4**Overview****Content Area: Spanish****Unit Title: Classroom objects, Family, Animals, Sports****Grade Level(s): 3**

Core Ideas: Using Spanish, students will be able to recognize and identify typical items and terms related to school, family members, animals, and sports. Students will create and label their family tree. They will be able to share their opinion about their likes and dislikes.

Standards (Content and Technology)

CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.PRET.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.PRET.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.PRET.3	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.PERS.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.PERS.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.PERS.6	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
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 .4	Copy/write words, phrases, or simple guided texts on familiar topics.
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
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.4.5.IML.2	Create a visual representation to organize information about an issue.
	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
9.2.5.CAP.8	Identify risks that individuals and households face.
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.5.TL.5	Collaborate digitally to produce an artifact
Interdisciplinary Connection	
3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)	
LGBT/Disabilities: Students will recognize that sports are for everyone, no matter their ability, skill level, or disability. They will observe Special Olympic athletes participating in competition.	
SEL: Students will share feelings about sports and activities that help release stress. Students will understand that we all have opinions that can be shared without discord.	
Unit Essential Question(s):	Unit Enduring Understandings:
<ul style="list-style-type: none"> Where does language belong in my family and community? How does language enhance my connections with people? 	<ul style="list-style-type: none"> Family connections can be seen on a family tree Many classroom objects are the same around the world Knowing animal names and habitats in Spanish can enable connections to other students

<ul style="list-style-type: none"> • What similarities do we share with students around the world? • How can we express our opinions about different topics with others? 	<ul style="list-style-type: none"> • Sharing opinions in Spanish reinforces conversational skills
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Evidence of Learning

Formative Assessments:

- thumbs up/down
- discussions and questioning
- flashcards
- observation of discourse and dialogue
- pronunciation of target vocabulary
- student participation
- smart pal responses

Summative/Benchmark Assessment(s):

- Completed family tree
- Partner discussion; individual conferencing with teacher
- teacher observation

Alternative Assessments:

- video of answers using Flipgrid
- partner dialogue presentation

Resources/Materials:

- [TPT Encanto Movie Bundle](#)
- [What is your favorite sport? - ¿Qué deporte te gusta? -](#)
- [Calico Spanish Songs for Kids](#)
- [School supplies](#)
- [Rockalingua Animales](#)

Key Vocabulary:

La familia: abuela/o, padre, madre, hermana/o, tía/o, etc.
 Animales: perro, gato, elefante, serpiente, conejo, caballo, etc.
 Los deportes: béisbol, baloncesto, tenis, fútbol, voleibol, bailar, etc.
 La escuela: papel, lápiz, bolígrafo, carpeta, mochila, tijeras, etc.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Classroom objects	Students will be able to recognize, pronounce, and recite familiar classroom objects; they will be able to use the correct vocabulary related to how to use them, eg: Escribe con el lápiz, etc. Students will make words plural in Spanish.	Introduce lesson with video on Rockalingua, “Cosas de la Escuela.” Students put their basic supplies on their desks. They will raise the correct object when the Spanish word is given. Use flashcard worksheets for students to cut and review. Quiz a partner. Display a tray of school supplies. Students memorize what is on the tray. Remove 1 object and they name the missing piece in Spanish.	2 Class Periods
Family	Students will learn and use family terms from grandparents to grandchildren. They will be able to label their own family tree using Spanish. Demonstrate the risks that families take, including homes, locations, personally, and careers.	Play “La Familia Madrigal” de Encanto. Use Google Slides to drag and drop labels onto family members in family tree. Students create their own family tree using a digital format. Families are made of individuals that all take risks in life: where to live, where to work, what physical activities they choose, etc.	2 Class Periods
Sports	Students will identify various sports. They will ask and answer which are their favorites. Students will create a table to	Play video: ¿Qué deporte te gusta? Identify other sports using Google slides. Have students identify which	2 Class Periods

	organize their sports according to their opinion.	ones they like or dislike. Discuss with partner. Create a poster with 4 sections: me gustan, no me gustan, me encantan, no me interesa. Students draw and label the sports in each column.	
Animals	Students will name farm animals and common animals. They will be able to draw and label in Spanish.	Use Rockalingua video to introduce animals. Review using “Old McDonald” inserting Spanish words for animals. Use flashcards to review. Students work with partners to quiz each other.	2 Class Periods

Teacher Notes:

Additional Resources:

<https://youtu.be/eU08NsctMf4>

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Preferential seating ● Assign a buddy ● Allow ample wait time before calling on students ● Partially completed assignments ● Labeled and modified posters 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Give oral assessments ● Assign a buddy ● Allow errors in speaking and writing ● Use realia and images wherever possible ● Partially completed assignments
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Assign extension activities online or on paper ● Use as peer tutors 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Peer tutoring ● Online activities
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Apply modifications and accommodations as indicated ● Allow access to Chromebook for assistance 	

UNIT # 5**Overview****Content Area: Spanish****Unit Title: Cinco de Mayo, Mexico, Clothing, Dialogue****Grade Level(s): 3**

Core Ideas: Students will learn about the history of Cinco de Mayo and why it is celebrated more in America. They will learn about the flag and history of Mexico and will be able to label Mexico and Mexico City on a map. Students will label and identify articles of clothing. They will be able to speak in a short dialogue with each other.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (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
.3**

Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

**7.1.NM.IPERS
.1**

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

**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.PRSN
T.4**

Copy/write words, phrases, or simple guided texts on familiar topics.

**7.1.NM.PRSN
T.5**

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**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.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**9.1.5.CR.1**

Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.FP.5

Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

9.2.5.CAP.1

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Technology Literacy (standard 8 or 9.4.(TL))**8.1.5.DA.1**

Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Connection**6.1.5.GeoSV.2**

Use maps to explain the impact of location and place on the relationship between places in New Jersey, the United States, and other countries.

6.1.5.GeoG1.2

Use historical maps to explain what led to the exploration of water and land routes

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL: Students will use dialogue in Spanish to ask about others' feelings and opinions. They will be able to share their own using the target language. An open and accepting environment is established for sharing.

Unit Essential Question(s):

- How is the USA connected to Mexico? How are we the same/different?
- How can languages be used to communicate?
- How will asking and answering questions in Spanish help me with speaking and listening?
- How do events in history get retold differently?

Unit Enduring Understandings:

- Mexico is directly south of the US, connected by TX, AZ, CA, and NM.
- Language breaks down barriers between people of different cultures.
- Speaking in Spanish will help improve my usage and understanding of the language.

- Cinco de Mayo celebrates an important victory in a battle between Spain and France. It was not their fight for independence.

Evidence of Learning

Formative Assessments:

- thumbs up/down
- discussions and questioning
- flashcards
- observation of discourse and dialogue
- pronunciation of target vocabulary
- student participation
- smart pal/whiteboard responses

Summative/Benchmark Assessment(s):

- Unit quiz
- Partner discussion; individual conferencing with teacher

Alternative Assessments:

- video of answers using Flipgrid
- present dialogue via video

Resources/Materials:

Student Book: “Todo sobre Mexico”
[Cinco de Mayo](#)
[The Legend of the Mexican Flag](#)
 suitcase filled with clothes that are labeled

Key Vocabulary:

bandera, historia, música, hablar, decir, ropa: camisa, zapato, pantalones, abrigo, chaqueta, sombrero, vestido, camiseta, sudadera, suéter, etc.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Cinco de Mayo	Students will understand the meaning behind the celebration. They will know it is a moral victory that is celebrated. Students will understand the influence of social media on Cinco de Mayo celebrations.	Show the PBS video about the battle of Pueblo. Discuss the history behind it and why it became a holiday. Discuss the differences between US celebrations and Mexican celebrations. Sort through true/false statements about the importance of the day.	1 Class period
Mexico	Students will be able to find Mexico on a map and label its capital city. They will understand the history of the country and the meaning of its flag.	Read “The Legend of the Mexican Flag.” Discuss the history behind it. Give out red white and green paper with the symbol and have students assemble the flag.	2 Class periods
Clothing	Students will identify basic articles of clothing.	Using a suitcase, take out labeled clothing. Review using TPR: touch your camisa, tap your zapato, etc. Give students flash cards with clothing. Partners play Memory with cards. Finally, have a relay to choose the correct item of clothing as it is called out.	2 Class periods
Dialogue	Students will be able to write and say a basic dialogue in Spanish. They will be able to use vocabulary learned throughout the year. Include questions about their likes and dislikes.	Using a review of the various units covered, students can choose a topic to write about. Working with a partner, they will write a short dialogue to be presented to the class. They will use terms from notes,	2 Class periods

		flash cards, Google slides, etc. ¿Quéte gusta hacer?	
Assessment	Students will be able to demonstrate a knowledge and understanding of learned topics in a formal assessment.	Give a quick review, then assess. With time, play favorite videos/songs of the year.	1 Class Period
Teacher Notes:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Preferential seating ● Assign a buddy ● Allow ample wait time before calling on students ● Partially completed assignments ● Consult with IEP 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Give oral assessments ● Assign a buddy ● Allow errors in speaking and writing ● Use realia and images wherever possible ● Partially completed assignments 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Assign extension activities online or on paper ● Use as peer tutors 		<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Peer tutoring ● Online activities 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Apply modifications and accommodations as indicated ● Allow access to Chromebook for assistance 			