

Third Grade World Language

Unit Title: Unit 1 – Calendar

Stage 1: Desired Results

Standards & Indicators:

NJSLS World Language

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

NJSLS - 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.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

NJSLS: Science

- 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

NJSLS - Visual and Performing Arts

- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
- 1.2.5.Cr1e: Model ideas and plans in an effective direction.

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Students will display culturally appropriate behaviors, both verbally and non-verbally.

Students Participation:

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

Reading/Writing:

Essential/Guiding Question:

- What day is today?
- What day was yesterday?
- What day will be tomorrow?
- What month is your birthday?
- When is your birthday?
- What is the weather like on this date?
- What is the date of this holiday?

Third Grade World Language

<p>Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	
<p><u>Content:</u></p> <p><u>Days of the Week:</u></p> <ol style="list-style-type: none"> 1. lunes- <i>Monday</i> 2. martes- <i>Tuesday</i> 3. miércoles- <i>Wednesday</i> 4. jueves- <i>Thursday</i> 5. viernes- <i>Friday</i> 6. sábado- <i>Saturday</i> 7. domingo- <i>Sunday</i> 8. día- <i>day</i> 9. hoy- <i>today</i> 10. mañana- <i>tomorrow</i> 11. ayer- <i>yesterday</i> <p><u>Months of the Year:</u></p> <ol style="list-style-type: none"> 1. enero- <i>January</i> 2. febrero- <i>February</i> 3. marzo- <i>March</i> 4. abril- <i>April</i> 5. mayo- <i>May</i> 6. junio- <i>June</i> 7. julio- <i>July</i> 8. agosto- <i>August</i> 9. septiembre- <i>September</i> 10. octubre- <i>October</i> 11. noviembre- <i>November</i> 12. diciembre- <i>December</i> <p><u>Number 0-31 & Date:</u></p> <ol style="list-style-type: none"> 1. Review Numbers 0-50 from Second Grade 2. ¿Cuál es la fecha? – <i>What's the date?</i> 3. ¿Cuándo es tu cumpleaños? – <i>When is your birthday.</i> 4. Date Formula – el + number + de + month 5. el primero – <i>the first</i> 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> • Recite days of the week in order • Recite months of the year in order • Identify days for today, tomorrow, yesterday • State one's birthday • Identify weather for certain dates/months • Identify dates for certain holidays
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p>RI.TS.3.4. - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p>W.IW.3.2. - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> A. Introduce a topic clearly. B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore). 	

Third Grade World Language

E. Provide a conclusion related to the information or explanation presented.

SL.UM.3.5 - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem

6.1.5 HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistopryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Interactive Dialogues
- Song and Dance
- Turn and Talk
- Independent research of weather forecasts
- Discussions of similarities and differences

Other Evidence:

- Quarterly Assessments
- Student Writing
- Student Project

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Using a recorded song, review numbers 1-31.
- Teacher displays a number 1-31 and students identify the number.
- Smartboard Memory Game – Students take turns matching numbers.

Lesson 2

- Review previous lesson's vocabulary using recorded song.
- Through song, review days of the week.
- Display days of the week, and students identify today, yesterday, and tomorrow.

Lesson 3

- Review previous lesson's vocabulary by having students identify their favorite day of the week.
- Using a recorded song and dance, students learn the months of the year.
- In small groups, students place cards with months of the year in order.

Resources:

Lesson 1

- Recorded Song
- Numbers 1-31
- Smartboard Memory Game

Lesson 2

- Recorded Song
- Days of the Week Song
- Days of the Week Poster

Lesson 3

- Days of Week Poster
- Recorded song and dance
- Months of the Year Cards

Third Grade World Language

Learning Opportunities/Strategies:

Lesson 4

- Review previous lesson's vocabulary using recorded song and dance.
- Teacher calls out months of the year and students stand up when they hear their birthday month.
- Teacher models how to write and state the date using birthdays of student volunteers.
- Turn and Talk – Students share birthday with peers.

Lesson 5

- Review previous lesson's vocabulary by having students ask their peer's birthday.
- Using powerpoint presentation, review seasonal phrases pertaining to weather.
- Provide students with seasonal phrases to identify the month when the weather occurs.

Lesson 6

- Review previous lesson's vocabulary by having students work in small groups to identify the month associated with a weather picture.
- Students will research and record the 7 day weather forecast but in the target language
- Compare and contrast our forecasted weather with one from a tropical, Spanish-speaking location

Resources:

Lesson 4

- Recorded Song and Dance
- Months of the Year Poster
- Students' Birthdays
- Students' Birthdays

Lesson 5

- Students' Birthdays
- Powerpoint Presentation
- Seasonal Phrases

Lesson 6

- Weather Pictures
- Laptop/Tablet

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization

Third Grade World Language

Personalization of projects and presentations	Pair with higher-achieving students General use of varied modalities – kinesthetic, visual, auditory, tactile	Pair with on grade level or higher-achieving students Specific use of modalities - kinesthetic, visual, auditory, tactile Extra time allotment Use of consistent repetition Directions repeated, clarified, reworded, and modeled	Pair with on grade level or higher-achieving students Extra time allotment Use of consistent repetition Directions repeated, clarified, reworded, and modeled Individualized attention
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Unit Title: Unit 2 – Family

Stage 1: Desired Results

Standards & Indicators:

World Language Standards

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

NJSLS - 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.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

NJSLS - Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Essential/Guiding Question:

- What are some of the close family members in Spanish?
- How do you state who is your family?
- How can adjectives change based on gender?
- How can you use adjectives to describe your family members and others?

Third Grade World Language

<p>Students will display culturally appropriate behaviors, both verbally and non-verbally.</p> <p>Students Participation: Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p>Reading/Writing: Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	
<p><u>Content:</u></p> <p><u>Family Members:</u></p> <ul style="list-style-type: none"> • mamá (mom) • papá (dad) • hermano (brother) • hermana (sister) • abuelo (grandfather) • abuela (grandmother) • tía (aunt) • tío (uncle) • prima/o (cousin) • bebé (baby) • la familia (family) <p><u>Phrases</u></p> <ul style="list-style-type: none"> • Tengo... (I have...) • Es... (is...) • Mi... (My...) • Un Retrato de mi Familia (A Portrait of my Family) • Cierto (True) • Falso (False) <p><u>Phrases</u></p> <ul style="list-style-type: none"> • alto/a (tall) • bajo/a (short) • cómico/a (funny) • atlético/a (athletic) • inteligente (smart) • amigable (friendly) • joven (young) • viejo/a (old) • perezoso/a (lazy) • trabajador/a (hard-working) 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Recall the words for immediate and close family members • State quantity using the verb “<i>tener</i>” • Recall basic physical/personality traits • Differentiate between male and female forms of nouns and adjectives • Use adjectives in complete sentences.
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p>RI.TS.3.4. - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p>W.IW.3.2. - Write informative/explanatory texts to examine a topic and convey ideas and information.</p>	

Third Grade World Language

- A. Introduce a topic clearly.
- B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
- E. Provide a conclusion related to the information or explanation presented.

SL.UM.3.5 - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem

6.1.5 HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Intrapersonal Dialogue
- Written Work
- Language Comparisons
- Project Presentation

Other Evidence:

- Quarterly Assessments
- Oral Assessment
- Project

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Using a PowerPoint, introduce following vocabulary:
 - mamá (mom)
 - papá (dad)
 - hermano (brother)
 - hermana (sister)
 - abuelo (grandfather)
 - abuela (grandmother)
 - tía (aunt)
 - tío (uncle)
 - prima/o (cousin)
 - bebé (baby)
- Class will discuss the similarities in the words with just the -o and -a changing based on gender.
- Students will see pictures of and describe famous or TV/Movie families

Lesson 2

- Review the previous day's vocabulary.

Resources:

Lesson 1

- PowerPoint presentation
- Vocabulary list
- Pictures of well-known families

Lesson 2

- PowerPoint presentation
- Examples of family trees
- SmartBoard Activity

Third Grade World Language

- Students will be shown family trees and discuss how they are arranged.
- Students will help the teacher make his/her family tree or family tree of well-known families.
- Students will be introduced the phrase:
-Tengo... (I have...)
- Students will write sentences describing how many of each family member they have.

Learning Opportunities/Strategies:

Lesson 3

- Review the previous day's vocabulary.
- View video on family members.
- Using paragraphs from previous lesson, students create their own labeled family tree to accompany written work.
- Students present their work to the class.

Lesson 4

- Introduce new vocabulary:
-alto/a (tall)
-bajo/a (short)
-cómico/a (funny)
-atlético/a (athletic)
-inteligente (smart)
-amigable (friendly)
-joven (young)
-viejo/a (old)
-perezoso/a (lazy)
-trabajador/a (hard-working)
- Discuss how adjectives change based on gender similarly to the words for family members.
- In small groups, use vocabulary to describe famous individuals.
- True/False activity based on sentences using adjectives.

Learning Opportunities/Strategies:

Lesson 5

- Review vocabulary.
- Students view GIF videos and state which adjectives the video exemplifies.

- Reference sheet

Resources:

Lesson 3

- PowerPoint presentation
- Video
- Vocabulary lists
- White paper
- Rulers

Lesson 4

- PowerPoint presentation
- Word list
- Pictures of celebrities or fictional characters
- Vocabulary
- Pictures
- True/False paddles

Resources:

Lesson 5

- PowerPoint presentation
- GIF videos
- IPAD/tablet/laptop
- Video

Third Grade World Language

<ul style="list-style-type: none">View video on adjectives.They will use their IPADS to find a picture of a famous family and write sentences to describe the members.Students begin writing a paragraph describing their family members using the: -Es... (is...) -Mi... (My...) (Ex. Mi hermana es alta. My sister is tall) <p>Lesson 6</p> <ul style="list-style-type: none">Review all vocabulary.Students complete and rewrite paragraphs for projectStudents create a “portrait” of their family illustrating the characteristics of their sentences. (Ex. If the brother is athletic, have him holding sports equipment) Rewritten paragraphs will accompany the portrait. <p>Lesson 7</p> <ul style="list-style-type: none">Review all vocabulary.Students complete their portrait projectsStudents present their work to the class.	<ul style="list-style-type: none">Reference visuals <p>Lesson 6</p> <ul style="list-style-type: none">PowerPoint presentationWhite paperReference visualsConstruction paperArt supplies <p>Lesson 7</p> <ul style="list-style-type: none">PowerPoint presentationWhite paperReference visualsConstruction paperArt supplies		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students

Third Grade World Language

	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

Unit Title: Unit 3 – Clothing

Stage 1: Desired Results

Standards & Indicators:

NJSLS World Language

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures a
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
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NJSLS - Visual and Performing Arts

- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Essential/Guiding Question:

- What are you wearing?
- What is he/she wearing?

Third Grade World Language

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Students will display culturally appropriate behaviors, both verbally and non-verbally.

Students Participation:

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

Reading/Writing:

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

- What color is the shirt?
- What color are the pants?
- Who is wearing black pants and a blue shirt?
- Do you like the green scarf or the pink one?

Content:

Basic Clothing:

1. ropa- *clothes*
2. camisa- *shirt*
3. camiseta –*t-shirt*
4. blusa- *blouse*
5. pantalones- *pants*
6. zapatos- *shoes*
7. zapatos de tenis- *sneakers*
8. sandals- *sandalias*
9. vestido- *dress*
10. chaqueta- *jacket*
11. sombrero/gorro- *hat*
12. falda- *skirt*
13. pantalones cortos- *shorts*
14. pijamas- *pajamas*
15. traje de baño- *bathing suit*
16. calcetines- *socks*
17. Llevo...- *I am wearing...*
18. Lleva...- *He/she is wearing...*

Winter Clothing:

1. suéter- *sweater*
2. abrigo- *coat*
3. mitones- *mittens*
4. guantes- *gloves*
5. bufanda- *scarf*
6. orejeras- *ear muffs*
7. botas- *boots*

Colors:

1. ¿De qué color es?- *What color is it?*
2. rojo- *red*
3. azul- *blue*
4. verde- *green*
5. amarillo- *yellow*
6. marrón/de color café- *brown*

Skills (Objectives):

- Identify articles of clothing
- Identify the colors of articles of clothing
- Identify what someone is wearing
- State if one likes or dislikes a type of clothing
- State what various people are wearing to mimic a fashion show

Third Grade World Language

7. negro- *black*
8. blanco- *white*
9. anaranjado- *orange*
10. morado- *purple*
11. gris- *grey*
12. rosado/rosa- *pink*
13. plateado- *silver*
14. dorado- *gold*

Like and Dislikes:

1. ¿Te gusta?- *Do you like?*
2. Me gusta.- *I like (it.)*
3. Me gustan.- *I like (them).*
4. No me gusta.- *I do not like (it.)*
5. No me gustan.- *I do not like (them.)*

Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

RI.TS.3.4. - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

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6.1.5 HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistopryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Interactive Dialogues
- Song and Dance
- Turn and Talk
- Discussions of similarities and differences
- Skit/Presentation

Other Evidence:

- Quarterly Assessments
- Presentation with Corresponding Rubric
- Written Assignment to Presentation

Third Grade World Language

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Using flashcards, review color words with students.
- Students learn a song to practice colors.
- Students will play I Spy type game using colors and other identifiers in the language.

Lesson 2

- Review previous lesson's vocabulary using recorded song.
- Through teacher presentation, introduce students to clothing vocabulary.
- Showing students pictures of different clothing items, have them respond with "Me gusta" or "No me gusta" ("I like" or "I don't like")

Lesson 3

- Utilize Total Physical Response to review previous lesson's vocabulary (e.g., Teacher shows that she is putting something on head to represent a hat).
- Using written example on the board, students learn how to describe what someone is wearing using the verb *llevar* and learn that the color comes after the clothing word.
- Turn and Talk – Students take turns stating what the other person is wearing.

Learning Opportunities/Strategies:

Lesson 4

- Watch video of people in various outfits and identify what they are wearing stating the clothing and colors.
- Play a game in which the teacher calls out a certain colored article of clothing and students stand if they are wearing it.
- Students will receive partners for fashion show presentations and the rubric will be discussed.

Lesson 5

- Review previous week's vocabulary

Resources:

Lesson 1

- Color flashcards
- Recorded song

Lesson 2

- Color flashcards
- Recorded Song
- Teacher presentation
- Clothing handout
- Pictures of clothing items

Lesson 3

- Teacher's actions
- Clothing handout
- Written example
- Clothing handout

Resources:

Lesson 4

- Video
- Clothing vocabulary
- Color vocabulary
- Presentation rubric
- Group generator

Lesson 5

- Presentation rubric

Third Grade World Language

<ul style="list-style-type: none">• Present the students examples of previous fashion presentations to help them visualize the assignment• Students will write their clothing sentences and practice their fashion shows with their assigned partners. They will also select their own music to accompany the show. <p>Lesson 6</p> <ul style="list-style-type: none">• Students learn “me gusta” (I like) and “no me gusta” (I don’t like) and state how they feel when shown various pictures of clothing.• Students will continue to work on and practice their fashion show presentations <p>Lesson 7</p> <ul style="list-style-type: none">• Students present their fashion shows in front of the class- reading their sentences as the clothing times are shown.	<ul style="list-style-type: none">• Clothing handout• Tablet/Laptop <p>Lesson 6</p> <ul style="list-style-type: none">• Clothing pictures• Videos• Presentation rubric• Clothing handout• Tablet/Laptop <p>Lesson 7</p> <ul style="list-style-type: none">• Presentation rubric• Clothing/accessories props		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
			Individualized attention

Third Grade World Language

		Directions repeated, clarified, reworded, and modeled	
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Unit Title: Unit 4 – Numbers 1-100

Stage 1: Desired Results

Standards & Indicators:

World Language Standards

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

NJSLS Mathematics

- 2.NBT: Number and Operations in Base Ten.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3 Use a variety of types of thinking to solve problems
- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data

NJSLS - Visual and Performing Arts

- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Students will display culturally appropriate behaviors, both verbally and non-verbally.

Students Participation:

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

Reading/Writing:

Essential/Guiding Question:

- What are the numbers one through one hundred?
- How are the ones and the tens similar in their roots?
- How do you ask/state someone's age?

Third Grade World Language

<p>Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	
<p><u>Content:</u></p> <p>Numbers:</p> <ul style="list-style-type: none"> • diez (ten) • veinte (twenty) • treinta (thirty) • cuarenta (forty) • cincuenta (fifty) • sesenta (sixty) • setenta (seventy) • ochenta (eighty) • noventa (ninety) • cien (one hundred) • y (and) <p><u>Phrases</u></p> <ul style="list-style-type: none"> • ¿Cuánto/s? (How much/How many?) • ¿Cuántos años tiene....? (How old is...?) • Más (More/plus) • Menos (Less) • Entre (In between) 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Recall the numbers from one to one hundred • Interpret the numbers when spoken • Understand the connection between the ones and the tens • State/ask for an age • Solve math equations
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p>RI.TS.3.4. - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p>W.IW.3.2. - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic clearly.</p> <p>B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> <p>SL.UM.3.5 - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem</p> <p>6.1.5 HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	

Third Grade World Language

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Mathematic Equations
- Student-led Activities
- Centers Stations
- Ordering/Arranging Numbers

Other Evidence:

- Quarterly Assessments
- Oral Assessment
- Written Work

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Review previous vocabulary (1-30) using Spanish video.
- Have the group Think-Pair-Share on why learning numbers is important. (In how many ways do we rely on numbers on a normal day or on a trip?)
- Using a PowerPoint, introduce following vocabulary:
 - cuarenta (forty)
 - cincuenta (fifty)
 - sesenta (sixty)
 - setenta (seventy)
 - ochenta (eighty)
 - noventa (ninety)
 - cien (one hundred)
- Students view a video going over multiples of ten.
- Discuss the roots of numbers and how they are similar to respective single digit numbers (Ex. cinco and cincuenta).
- Pictionary: Students draw pictures for twenty seconds while classmates count. Continue up to one hundred.

Learning Opportunities/Strategies:

Lesson 2

- Review the previous day's vocabulary using PowerPoint.
- View song/video of multiples of ten.
- Choose side activity: Two numbers will be shown and a number will be said aloud. Students walk to the correct side.

Resources:

Lesson 1

- Video
- PowerPoint presentation
- Video
- Multiples of ten
- Whiteboard and markers
- Number list

Resources:

Lesson 2

- PowerPoint presentation
- Video
- SmartBoard activity
- Sets of cards

Third Grade World Language

- Students, in groups, put cards with multiples of ten in correct order.

Lesson 3

- Review all numbers vocabulary using PowerPoint and video.
- Introduce the vocabulary:
 - ¿Cuántos años tiene....? (*How old is...?*)
 - Más (*More/plus*)
 - Menos (*Less*)
 - Entre (*In between*)
- Students guess the ages of well-known people by being guided to the correct number.
- Practice math equations in Spanish on the board.

Learning Opportunities/Strategies:

Lesson 4

- Review all numbers vocabulary using numbers video.
- Fly swatter activity: Students “swat” the correct number.
- Students guess the ages of well-known people. This time the game will be student led.
- Complete a worksheet having them write down the correct number.

Lesson 5

- Review number vocabulary using numbers video.
- Student volunteers get a sticky note on their forehead with a number. Class guides the classmate to guess the number using “más” and “menos.”
- Bingo: Model how to fill out Bingo sheets with the numbers one to one hundred. Play the game in Spanish.

Lesson 6

- Review all numbers vocabulary using numbers video.
- Students will be split up between 4 learning centers. (Ex. memory cards, flashcards, read-alouds, work with teacher). Students rotate between the four activities.

Lesson 3

- Video
- PowerPoint presentation
- Visual Aid
- Pictures of celebrities
- Reference visuals
- Addition/Subtraction equations

Resources:

Lesson 4

- Video
- Magnetic numbers or numbers on whiteboard
- Flyswatters
- Pictures of celebrities
- Reference visuals
- Worksheet
- Reference sheets

Lesson 5

- Video
- Sticky notes
- Reference visual
- Bingo sheets

Lesson 6

- Video
- Memory cards
- Flashcards
- Read Aloud number sheets
- Other centers materials

Third Grade World Language

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Third Grade World Language

World Language Pacing Guide Grade 3



MP	Units	*Unit TOTAL	Cumulative **TOTAL
MP1	Unit 1 – Calendar	42 days	42 days
MP2	Unit 2 – Family	48 days	90 days
MP3	Unit 3 – Clothing	48 days	138 days
MP4	Unit 4 – Numbers 1-100	42 days	180 days

* Unit Total is inclusive of introduction, instruction, assessment, projects, etc. for that particular unit.

** Cumulative Total is a running total, inclusive of prior and current units.