



**Deptford Township Public Schools
Curriculum Template**

Subject: Spanish	Grade: 3-4
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Range of Assessment Requirements

Quarter I	Quarter II
Tests - N/A Quizzes -N/A Homework / Classwork / Misc - 7-12	Tests - N/A Quizzes - N/A Homework / Classwork / Misc - 7-12
Quarter III	Quarter IV
Tests - N/A Quizzes - N/A Homework / Classwork / Misc - 7-12	Tests - N/A Quizzes - N/A Homework / Classwork / Misc - 7-12

Deptford Township School District Grading Scale

Test (consistent in number and quality)	50%
Quiz	30%
Homework / Classwork / Misc.	20%



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	School Year (Classes meet 1x per week)		
<u>Overarching Theme</u>	Use the Spanish language to engage in meaningful conversation, to understand & interpret spoken and written language, & to present information, concepts and ideas, while also gaining knowledge of the perspectives of other cultures. Make connections with other content areas, and compare the Spanish language & culture studied to their own.		
<u>Power/Anchor Standards and Evidence of Learning</u> Non-negotiable Suggested	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	<p>Recite information to show knowledge of facts / The skills and information that the students need (recall)</p> <ul style="list-style-type: none"> -Copy/write words, phrases, or simple guided texts on familiar topics. -Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. -Identify familiar people, places, and objects based on simple oral and/or written descriptions. -Demonstrate comprehension of brief oral and written messages 	<p>Students make sense of the information they are given and why it is important / what meaning do they make of the information</p> <ul style="list-style-type: none"> -To be able to communicate at the word level and can independently identify and recognize memorized words and phrases. -To be able to understand and communicate at the word level and can use memorized words and phrases independently to: <ul style="list-style-type: none"> o Respond to learned questions. o Ask memorized questions. 	<p>What are students going to do with the information / What is done with the information (apply, create, design, build.....)</p> <ul style="list-style-type: none"> -Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. -Communicate with Spanish speakers here in the United States or if/when traveling to Spanish speaking countries. -Use new language skills to foster friendships and relationships cross-culturally.



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	<p>using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>-Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<ul style="list-style-type: none">○ State needs and preferences.○ Describe people, places, and things.	
<u>Standards</u>	<p><u>World Language Standards</u></p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s)</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p>		



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Technology Standards (copy these to each unit/marking period)

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

8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century themes and skills integrated into all content standard areas (N.J.A.C. 6A:8-1.1(a)3)

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.



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<u>Enduring Understanding</u>	<p><i>Unit Topics: Family, School Supplies, Routines, Pets, Weather</i></p> <ul style="list-style-type: none">• One must consistently practice listening, speaking, reading and writing in a foreign language to gain proficiency.• Learning another language leads to greater understanding of one's own language and why people think/act in certain ways.• Practice of customs and knowledge of physical gestures and expressions is essential in forming relationships.• Sharing personal information is essential to form relationships and interact meaningfully in any language• Religion, family traditions, and physical geography of a people are foundations for holidays & celebrations. The definition of a nuclear family varies from country to country; relationships affect milestone celebrations.• People's beliefs, traditions, foods, and customs are affected by their environment, geographical location, and personal experiences.• Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
<u>Essential Questions</u>	<ul style="list-style-type: none">• How do I know that I am getting better in using language in real-world situations?• Why isn't a dictionary enough to learn a language?• Why do people from different cultures sometimes say, write, and do things differently from the way I do them?• How do I interact politely and introduce myself to new people of different cultural backgrounds? How do I share basic information about myself with people in Spanish?• How do I interact politely and introduce myself to new people of different cultural backgrounds?• How do I share basic information about myself with people in Spanish?• What role do family members and/or community play in celebrations?
<u>Differentiation and Support for Learners</u> Non-negotiable Suggested	<p>Enrichment-classroom teacher driven activities and participation</p> <p>Interventions</p>



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<p>(additions made after consensus at district PLC meetings)</p>	<ul style="list-style-type: none">• Tiered levels of practice and assessment.• Students are given extended time to work on an assignment.• Students are paired up to help each other practice the vocabulary terms.• Read aloud the exercises, and quizzes to aid students with difficulties.• Quizzes will be modified.• Use visual aids to assist in acquisition of the target language vocabulary.• Use picture-word flashcards and visuals to assist in acquisition of the target language vocabulary.• Restate, review, and slow down.• Write the most important terms on the board.• Review, recycle and integrate old vocabulary.• Read aloud to the class.• Encourage response via gesture, yes/no, or choose from two options. <p>Student Grouping Strategies-paired work</p>
<p><u>Resources</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)</p>	<p>Technology- Online Spanish games/websites, Elmo, Smartboard, Youtube, Chromebook</p>



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<u>Assessment</u> Non-negotiable Suggested	N/A