

SPARTA TWP. PUBLIC SCHOOLS

World Language: Spanish Grade 3



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Adapted from:
New Jersey Student Learning Standards
ACTFL Proficiency Guidelines
ACTFL Performance Descriptors
NCSSL-ACTFL Can Do Statements

Reviewed by:
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Vision Statement

The Sparta World Languages Department envisions a student body of globally oriented, collaborative citizens whose language proficiency enables them to connect with others and develop ever deeper skills to navigate other cultures.

Mission Statement

The Sparta World Languages Department educates students to become communicatively competent and invested in exploring the challenges and opportunities our world faces. We strive to develop lifelong learners able to cultivate global relationships and analyze world events through their understanding of cultural products, perspectives and practices.

Belief Statements

- All students are capable of acquiring a new language.
- Language acquisition arises through exposure to high levels of meaningful, comprehensible input.
- Opportunities to interact with a new language should transcend the classroom setting and give rise to learners who assume an active role in local and global communities.
- Multilingualism contributes to a more fulfilled life and provides greater personal and professional opportunities.
- Students should be continually assessed, using various instruments, in all three modes of communication.
- Students should be encouraged and enabled to seek out authentic cultural sources which may broaden their personal interests.
- Through learning about the views and practices of other countries we can gain a new perspective of our own culture.
- Learners should have opportunities to reflect on their progress toward proficiency targets, which should be transparent to them.
- Acquiring a new language helps improve cognitive processes which will benefit all academic subjects.

COURSE OVERVIEW

The building of basic language skills, vocabulary and cultural knowledge, in grades k through 5, play a prominent role in the development of basic communication skills and provide the tools necessary to progress through the elementary world language program. In grades k-5, the development of language literacy skills are enhanced through authentic resources to support the ability to communicate on topics of a conceptual nature, which lead to true second language proficiency.

This document follows the natural progression of a student's language development from the novice low to the novice mid-levels. .

The Spanish curriculum provides a goal, a vision and clear direction to reach our objectives and support our program's enduring understanding that language and culture are inseparable.

The goal of this course is to introduce Spanish through engaging foreign language pedagogical methods. Students will engage in listening, reading, writing and speaking activities as they relate to real- world scenarios. Students will be assessed in all three modes of communication using ACTFL guidelines.

The New Jersey Core Curriculum Content Standard number 7 expresses our overarching goal:

NJCCCS 7.1 specifically states that: *“All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.”*

COMPONENTS OF THE COURSE

The components of a successful **World Language** program include:

- The six College Board themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics.
- Assessments are integrated and performance-based, demonstrating student proficiency in the interpretive, interpersonal, and presentational modes of communication.
- Provides students opportunities to apply the target language to real world scenarios and current global issues.
- Embraces that language is an innate human capacity and that all students are able to become proficient in another language successfully.
- Is student-oriented with assignments and activities that spark inquiry and engagement with real world scenarios and current cultural issues.
- Fosters greater understanding of a globalized society that is interconnected through language and technology.

SCOPE AND SEQUENCE
(Pacing Guide)

Weeks Taught <i>(40 Total)</i>	Units of Study
13 Weeks	Unit 1: School Life
13 Weeks	Unit 2: Family
12 Weeks	Unit 3: Animals

CONTENT AREA:	Spanish	GRADE LEVEL	Grade 3
UNIT 1: School Life			
UNIT SUMMARY			
In this unit students will become familiar with school life. Students will be introduced to classroom objects, school subjects, question words and holidays/celebrations. Students will be able to express what classes they like/dislike.			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>CP1 # 7.1 A Strand A Interpretive Mode</p> <p>7.1 NM.A.1 Recognize familiar spoken and written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1 NM.A.2 Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.</p> <p>7.1 NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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>CP1 # 7.1 B Strand B Interpersonal Mode</p> <p>7.1 NM. B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 NM. B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</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 topics or topics studied in other content areas.</p> <p>CP1 # 7.1 C Strand C Presentational Mode.</p> <p>7.1 NM. C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1 NM. C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.</p>			

7.1 NM. C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
7.1 NM. C.4 Present information from age-and level-appropriate, culturally authentic materials orally or in writing.
7.1 NM. C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st CENTURY LIFE AND CAREER READY PRACTICES

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason
CRP6. Demonstrate creativity and innovation
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

TECHNOLOGY STANDARDS

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

CROSS-CURRICULAR CONNECTIONS

Social Studies: Students will be able to express what they use on a daily basis while in school in the target language
Math: Students will be able to count the items used daily in the target language as well as say how many different subjects they study.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will be introduced to authentic and familiar texts. They will be able to interpret and comprehend basic information in the target language. Students will be able to use memorized words and phrases to discuss texts.	Students will become familiar with words and phrases by modeling language in functional chunks. Students will express meaning through writing.
Proficiency Level of Tasks	ESSENTIAL QUESTIONS
Novice - Low	What classes am I taking and what supplies do I need for each class?

UNIT LEARNING TARGETS (Students will know how to...)		
<p><u>CAN DO STATEMENTS-</u></p> <p>Interpretive: I can recognize a few memorized words and phrases when I hear them spoken. I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</p> <p>Interpersonal: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p> <p>Presentation: I can present information about myself and some other very familiar topics using single words or memorized phrases. I can copy some familiar words, characters, or phrases.</p> <p>Cultural Goals: I can learn about a typical school day in the life of a third grader in South America.</p>		
LANGUAGE FUNCTIONS, STRUCTURES, VOCABULARY		
<ul style="list-style-type: none"> • Functions- I can list the items I use in school on a daily basis. I can list different Spanish-speaking countries in South America. I can identify school subjects and express which ones I like/dislike. • Structure- functional chunks - me gusta/no me gusta, lists, modeling language. • Vocabulary- classroom objects, school subjects, useful words and phrases. 		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Class discussions • Teacher observations • Student participation • Oral response 	Presentational task: <ul style="list-style-type: none"> • “Ideal classroom” collaborative project Interpretive task <ul style="list-style-type: none"> • Quizlet • Kahoot • Discrete choice 	<ul style="list-style-type: none"> • Interpersonal task: think, pair, share
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
<ul style="list-style-type: none"> • Teacher- generated worksheets and activities • Children’s literature in target language 		Rockalingua.com Quizlet Kahoot Youtube
DIFFERENTIATION:		
Sparta Township Public Schools Differentiation Strategies		
TEACHER NOTES:		

CONTENT AREA:	Spanish	GRADE LEVEL	Grade 3
UNIT 2: Family			
UNIT SUMMARY			
In this unit, students will explore discrete vocabulary to describe family relationships. Students will be able to identify members of the family and describe them to a classmate. They will recall numbers to express age as well as be able to discuss family traditions during holidays and other celebrations.			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>CP1 # 7.1 A Strand A Interpretive Mode</p> <p>7.1 NM.A.1 Recognize familiar spoken and written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1 NM.A.2 Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.</p> <p>7.1 NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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>CP1 # 7.1 B Strand B Interpersonal Mode</p> <p>7.1 NM. B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 NM. B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</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 topics or topics studied in other content areas.</p> <p>CP1 # 7.1 C Strand C Presentational Mode.</p> <p>7.1 NM. C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1 NM. C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.</p>			

7.1 NM. C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1 NM. C.4 Present information from age-and level-appropriate, culturally authentic materials orally or in writing.

7.1 NM. C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st CENTURY LIFE AND CAREER READY PRACTICES

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

TECHNOLOGY STANDARDS

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

CROSS-CURRICULAR CONNECTIONS

Social Studies: Students will be able to compare families in the US to families in Spanish-speaking countries.

Math: Students will recall numbers to express family member's age as well as their own.

READING ACROSS CONTENT AREAS

Students will be introduced to authentic and familiar texts. They will be able to interpret and comprehend basic information in the target language. Students will be able to use memorized words and phrases to discuss texts.

WRITING ACROSS CONTENT AREAS

Students will become familiar with words and phrases by modeling language in functional chunks. Students will express meaning through writing.

Proficiency Level of Tasks

Novice - Low

ESSENTIAL QUESTIONS

Who are the people in my family and what are they like?

UNIT LEARNING TARGETS (Students will know how to...)**CAN DO STATEMENTS-**

Interpretive: I can recognize a few memorized words and phrases when I hear them spoken. I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Interpersonal: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Presentational: I can present information about myself and some other very familiar topics using single words or memorized phrases. I can copy some familiar words, characters, or phrases.

Cultural Goals: I can learn about the typical family in South America.

LANGUAGE FUNCTIONS, STRUCTURES, VOCABULARY

- Functions- I can list the members of my family. I can also describe my family members and say how old they are.
- Structure- functional chunks (tengo/tiene # años), lists, modeling language.
- Vocabulary- family members, descriptions, pets, useful words and phrases.

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none">● Class discussions● Teacher observations● Student participation● Oral response	<p>Presentational task</p> <ul style="list-style-type: none">● create a virtual family album <p>Interpretive tasks</p> <ul style="list-style-type: none">● Quizlet● Kahoot● Discrete choice	<p>Interpersonal task</p> <ul style="list-style-type: none">● think, pair, share● skit

INSTRUCTIONAL MATERIALS/RESOURCES

- Teacher-generated worksheets and activities
- Children's literature in target language

TECHNOLOGY RESOURCES

Rockalingua.com
Youtube.com

DIFFERENTIATION:

[Sparta Township Public Schools Differentiation Strategies](#)

TEACHER NOTES:

CONTENT AREA:	Spanish	GRADE LEVEL	Grade 3
UNIT 3: Animals			
UNIT SUMMARY			
In this unit students will be introduced to different animals; farm, marine and zoo animals. They will be able to describe the animals using colors and size. Students will also learn about holidays/celebrations on the calendar.			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>CP1 # 7.1 A Strand A Interpretive Mode</p> <p>7.1 NM.A.1 Recognize familiar spoken and written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1 NM.A.2 Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.</p> <p>7.1 NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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>CP1 # 7.1 B Strand B Interpersonal Mode</p> <p>7.1 NM. B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 NM. B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</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 topics or topics studied in other content areas.</p> <p>CP1 # 7.1 C Strand C Presentational Mode.</p> <p>7.1 NM. C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1 NM. C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.</p>			

<p>7.1 NM. C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1 NM. C.4 Present information from age-and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1 NM. C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
21st CENTURY LIFE AND CAREER READY PRACTICES	
<p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	
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CROSS-CURRICULAR CONNECTIONS	
<p>Science: Students will learn about the habitats of different animals.</p> <p>Social Studies: Students will compare what pets families in South America typically have.</p>	
READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will be introduced to authentic and familiar texts. They will be able to interpret and comprehend basic information in the target language. Students will be able to use memorized words and phrases to discuss texts.	Students will become familiar with words and phrases by modeling language in functional chunks. Students will express meaning through writing.
Proficiency Level of Tasks	ESSENTIAL QUESTIONS
Novice - Low	What are some of my favorite animals and what are they like?
UNIT LEARNING TARGETS (Students will know how to...)	

CAN DO STATEMENTS-

Interpretive: I can recognize a few memorized words and phrases when I hear them spoken. I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Interpersonal: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Presentational: I can present information about myself and some other very familiar topics using single words or memorized phrases. I can copy some familiar words, characters, or phrases.

Cultural Goals: I can learn about different animals found in South America.

LANGUAGE FUNCTIONS, STRUCTURES, VOCABULARY

- Functions- I can list the animals by category. I can also describe some animals by saying what color and size they are.
- Structure- lists, modeling language.
- Vocabulary- animals, colors, descriptions, useful words and phrases.

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none">● Class discussions● Teacher observations● Student participation● Oral response	<p>Interpretive task</p> <ul style="list-style-type: none">● Fly swatter● Discrete choice● Kahoot <p>Presentational task-</p> <ul style="list-style-type: none">● create a name tag that describes your animal (stuffed animal from home) and present to the class	<p>Interpersonal task</p> <ul style="list-style-type: none">● Think, pair, share

INSTRUCTIONAL MATERIALS/RESOURCES

- Teacher- generated worksheets and activities
- Children's literature in target language

TECHNOLOGY RESOURCES

Rockalingua.com
Quizlet
Kahoot
Youtube

DIFFERENTIATION:

[Sparta Township Public Schools Differentiation Strategies](#)

TEACHER NOTES:

