

**Grade 3 World Language Scope and Sequence**

Grade 3	World Language/ Spanish	Number of Instructional Days
September/ October	<p><b><u>Unit 1 - Asking, Telling and Commands</u></b>                      Spanish I Lesson 16: Asking the Question “Who is it?”                      Spanish I Lesson 20: Giving Commands                      Spanish I Lesson 22: Expressing Simple Needs                      Spanish I Lesson 18: Telling Where You Come From - optional</p>	8 Instructional days
November/ December	<p><b><u>Unit 2: Alphabet, Body Parts, Colors, and Describing</u></b>                      Spanish I Lesson 19: The Spanish Alphabet                      Spanish I Lesson 21: Parts of the Body                      Spanish I Lesson 25: Learning the Colors                      Spanish I Lesson 26: Describing Clothes</p>	8 Instructional days
January/ February	<p><b><u>Unit 2: Alphabet, Body Parts, Colors, and Describing</u></b>                      Spanish I Lesson 27: Telling Time                      Spanish I Lesson 28: Describing Daily Activities                      Spanish I Lesson 30: How Are You Feeling?</p>	8 Instructional days
March/April	<p><b><u>Unit 2: Alphabet, Body Parts, Colors, and Describing</u></b>                      Spanish I Lesson 23: Asking “Where is it?”                      Spanish I Lesson 24: Describing Capability - optional                      Spanish I Lesson 29: Describing Illness - optional</p>	8 Instructional days
May/June	<p><b><u>Unit 3 - Culture and Countries</u></b>                      Spanish I Lesson 17: Naming Selected Countries                      Spanish I Cultural Lesson: Introduction to the Spanish Speaking World                      Spanish I Cultural Lesson: Spain I - Introduction to Spain</p>	7 Instructional days

World Language / Spanish	Grade: 3
<p><b>Unit Title:</b> Unit 1: Asking, Telling, and Commands (Spanish 1 - Lessons 16, 20, 22 mandatory, Lesson 18 optional)</p> <p><b>Unit Summary:</b> In this unit, students will learn to tell where they came from and also where they live. Students will learn to give simple commands and follow simple commands given to them. Students will also learn to express simple needs of their own and how to satisfy these simple needs.</p> <p><b>Unit Rationale:</b> This unit was designed to teach students how to discuss where they live and where they came from. It was also designed to aid students in describing simple needs that they have and how to meet these needs.</p>	
<p><b>NJ Student Learning Standards:</b></p> <p>7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining understanding of the perspectives of other cultures. Through language study, they will make connections with other content area, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><b>7.1.NM.A.1</b> -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</p> <p><b>7.1.NM.A.2-</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.A.3-</b> Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p><b>7.1.NM.A.4-</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p><b>7.1.NM.A.5-</b>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>7.1.NM.B.1-</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>7.1.NM.B.2-</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.B.3-</b>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p><b>7.1.NM.B.4-</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.B.5-</b>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</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.

**7.1.NM.C.2-** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**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).

**Content Statements:**

***Interpretive Mode:***

Linguistic: The Novice-Mid language learner understands and communicates at the **word** level and can independently identify and recognize *memorized words and phrases* that bring meaning to text.

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions.)

-Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

***Interpersonal Mode:***

Linguistic: The Novice-Mid language learner understands and communicates at the **word** level and can *use memorized words and phrases* independently to: Respond to learned questions, ask memorized questions, state needs and preferences, and describe people, places, and things.

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods

<p>such as toys, games, travel, and luxury items.</p> <p><b>Presentational Mode:</b></p> <p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: make lists, state needs and preferences, describe people, places, and things</p> <p>Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <p><b>Goals/Objectives:</b></p> <ul style="list-style-type: none"> <li>• Will learn to ask the question “who?”</li> <li>• Will learn how to reply to the question “who?”</li> </ul>	
Enduring Understandings/Goals	Essential Questions
<p><b>Students will understand...</b></p> <ul style="list-style-type: none"> <li>• Who is it? - ¿Quien es? Who are you? (formal/informal) - ¿Quien es usted? Or ¿Quien eres tu?</li> <li>• ¿De donde viene Usted? (formal)/¿De donde vienes?</li> <li>• I come from – Yo vengo de, I live in – Yo vivo en</li> <li>• ¡Para! – Stop!, ¡Ven aqui! – Come here!, ¡Mira! – Look!, ¡Escucha! – Listen!, ¡Vete! – Go away!</li> <li>• I am cold – Tengo frio, I am hot – Tengo calor, I am thirsty – Tengo sed, I am hungry – Tengo hambre, I am wet – Tengo mojado/a, I am tired – Estoy cansado/a</li> <li>• Have a sweater – Toma un sueter, Take a shower – Toma una ducha, Have a drink – Toma una bebida, Have a hamburger – Tengo una hamburguesa, Have a towel – Toma una toalla, Have a rest – Toma un descanso</li> </ul>	<ul style="list-style-type: none"> <li>• How to ask “who”?</li> <li>• How to ask “where do you come from?”</li> <li>• How to express where you come from and what you live in?</li> <li>• What are some simple commands?</li> <li>• How do you express simple needs?</li> <li>• How do you satisfy simple needs?</li> </ul>
Lesson Title	Lesson Sequence
<p><b>Lesson Title:</b> Unit 1: Asking, Telling, and Commands (Lesson 16: Asking the Question “Who is it?”)</p>	<p><b>Pre-viewing Activities:</b></p> <ol style="list-style-type: none"> <li>1. Refer to a stack of pictures of people (presidents or celebrities) Hold up the pictures and ask the following question: ¿Quien es? No le se. Then say “Ah, si. Es el Presidente Lincoln.” Display more pictures and say “¿Quein es el/ella?” If you do not know the answer say “No le se.”</li> </ol>

Viewing Activities:

2. Show the Muzzy Story DVD 21, 22 straight through for context. Then show Scene 21 again, and using the pause button, freeze the DVD after each question Carlos asks. Allow students to repeat.

Post-Viewing Activities:

3. Using the Muzzy cast pictures, ask the class questions such as: ¿Quien es ella? ¿Quein es el? Students should anwer: Yo soy...
4. ¿Quien es? Play a game where one student is blindfolded and must guess who is speaking.

**LESSON REFLECTION**

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 <sup>st</sup> century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			

	Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
	Provide opportunities for student reflection and self-assessment			
	Provide data to inform and adjust instruction to better meet the varying needs of learners			

<p><b>Skills (Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>● Ask “who” and reply to this question as well</li> <li>● Tell where you came from</li> <li>● Tell where you live</li> <li>● Giving simple commands</li> <li>● Following simple commands</li> <li>● Expressing simple needs</li> <li>● Satisfying simple needs</li> </ul>
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Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Closure activity</li> <li>● Homework</li> <li>● Mid-chapter quiz</li> <li>● End-of-chapter quiz</li> <li>● Project-Based Assessments</li> <li>● Listening Comprehension</li> <li>● Oral presentations</li> <li>● Exit Slips</li> <li>● Learning Response Journals</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Preview content and concepts</i></li> <li>● <i>Behavior management plan</i></li> <li>● <i>Highlight text</i></li> <li>● <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p>

<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Questioning</li> <li>• Peer/Self Assessments</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<p><b>Summative Assessments:</b></p>	<p><b>English Language Learners</b></p>
<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• End-of-Course test</li> <li>• Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills.</li> <li>• Interpersonal Assessments: Dialogue, conversational, and oral assessments</li> <li>• Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• Multi-language glossary</li> <li>• Pupil edition in Spanish</li> <li>• Vocabulary flash cards</li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>Students at Risk for Failure</b></p>
<ul style="list-style-type: none"> <li>• <i>TC Running Records</i></li> <li>• <i>TC Writing Rubric</i></li> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">Concepts of Print: Fountas &amp; Pinnell Prompting Guide 1; Oral Reading and Early Writing.</a></li> <li>• <a href="#">Beginning of the year Pre-Assessment</a></li> <li>• <a href="#">Mid year Assessment</a></li> <li>• <a href="#">Final Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Gifted and Talented</b></p>
<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <i>Math in Focus or Big Ideas G &amp; T Activities</i></li> </ul>
	<p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>

<ul style="list-style-type: none"> <li>• LLI; Test Preparation Lesson Framework F&amp;P levels</li> </ul>	
<p align="center"><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p align="center"><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Muzzy Language Learning Courses (Teacher edition)</li> <li>• Beginning Spanish for Young Children, ( 2005) Carson Dellosa</li> <li>• Muzzy Classroom Edition Spanish: Early Advantage: BBC - <a href="http://www.early-advantage.com/">http://www.early-advantage.com/</a></li> <li>• <a href="http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf">http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf</a></li> <li>• <a href="http://www.state.nj.us/education/cccs/standards/7/">http://www.state.nj.us/education/cccs/standards/7/</a></li> <li>• <a href="http://www.edutopia.org/">http://www.edutopia.org/</a></li> <li>• <a href="http://www.p21.org/overview/skills-framework/256">http://www.p21.org/overview/skills-framework/256</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Leveled Literacy Intervention Kits</i></li> <li>• <a href="#"><u>When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</u></a></li> <li>• <a href="#"><u>Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</u></a></li> <li>• <a href="#"><u>Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</u></a></li> <li>• <i>Primm Book</i></li> <li>• <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i></li> <li>• <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> <li>• <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>• <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>• <i>Teacher's College Units of Study - Phonics K-2</i></li> <li>• Florham Park <a href="#"><u>ELA PD Sharing Website</u></a></li> <li>• <a href="#"><u>Conferring Menus</u></a></li> <li>• <i>Math in Focus or Big Ideas Curriculum</i></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Muzzy Level I Classroom Edition Spanish: Early Advantage: BBC</li> <li>• See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery</li> <li>• <b>MUZZY DVD Set:</b></li> <li>• Part 1, Scene 1 20, 21, 22</li> <li>• <b>Websites:</b></li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• (used for all units; grammar and vocabulary practice)</li> <li>• <a href="http://www.classzone.com">www.classzone.com</a></li> <li>• (used for all units; online textbook resource)</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• (used daily: "Video of the Day" [cultural exposure])</li> <li>• <a href="http://www.bbc.co.uk">www.bbc.co.uk</a></li> <li>• ("Mi Vida Loca" video series; real-life application of language)</li> <li>• <a href="http://www.wordle.net">www.wordle.net</a></li> <li>• (vocabulary introduction, could be applied to any unit; used specifically with "gustar/encantar" unit)</li> <li>• <a href="http://www.freerice.com">www.freerice.com</a></li> <li>• (vocabulary reinforcement)</li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• (grammar and vocabulary quiz show-style games)</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>iPad Apps:</b></li> <li>• DuoLingo</li> <li>• Sock Puppets</li> <li>• Puppet Pals</li> <li>• Mind Snacks Spanish</li> <li>• Akinator</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• (used for all units; grammar and vocabulary practice)</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="http://www.classzone.com">www.classzone.com</a></li> <li>• (used for all units; online textbook resource)</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• (online lessons/videos using current vocabulary)</li> <li>• <a href="http://www.freerice.com">www.freerice.com</a></li> <li>• (vocabulary reinforcement)</li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• (grammar and vocabulary quiz show-style games)</li> <li>• <a href="http://www.spanishclassonline.com">http://www.spanishclassonline.com</a> (games/review activities)</li> </ul> <hr/> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• <i>Math in Focus or Big Ideas Curriculum</i></li> <li>• Reteach, Extra Practice, Classroom Manipulatives, Online Manipulatives, and content from previous grade levels</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read for understanding of phrases, vocabulary, and short passages.</li> <li>• Making connections between English and Spanish</li> </ul> <p><b>Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Writing activities based on incorporating current Spanish skills. For example: writing dialogue</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Telling time on a clock/watch</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• Interactive websites</li> <li>• Apps and games</li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> </ul>

<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Global and Environmental Awareness</li> <li>● Problem Solving Skills</li> <li>● Personal Literacy</li> <li>● Civic Literacy</li> <li>● Health Literacy</li> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>● S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</li> <li>● <b><u>Initiative and Self Direction</u></b></li> <li>● Manage Goals and Time</li> <li>● Work Independently</li> <li>● Be Self-directed Learners</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>● Use print materials to practice reading and comprehension skills</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspectives</b></p>
<ul style="list-style-type: none"> <li>● Field trips</li> <li>● Skype an author</li> <li>● Guest speakers in classroom</li> </ul>	<ul style="list-style-type: none"> <li>● National Hispanic-Latino Heritage Month</li> <li>● National Disability Employment Awareness Month</li> <li>● National American Indian Heritage Month</li> <li>● Black History Month</li> <li>● National Women’s History Month,</li> <li>● National Irish-American Heritage Month</li> <li>● National Italian American Heritage Month</li> <li>● Asian Pacific American Heritage</li> <li>● Older Americans’ Month</li> <li>● Jewish American Heritage Month</li> <li>● Week of Respect</li> <li>● Red Ribbon Week</li> <li>● International Dot Day (September 16)</li> <li>● Understanding other nations and cultures, including the use of non-English languages</li> </ul>

World Language/ Spanish	Grade: 3
<p>Unit 2: Alphabet, Body Parts, Colors, and Describing (Spanish 1 - Lessons 19, 21, 25, 26, 27, 28, 30- mandatory, Lessons 23- supporting lesson, Lessons 24, 29 - optional)</p> <p><b>Unit Summary:</b> In this unit, students will learn to recite the Spanish alphabet. Students will also learn to identify and recite the parts of the body. Students will learn various vocabulary words that will teach them how to describe the location of themselves, others, and items. Students will learn to describe their capabilities using phrases such as “I can” and “I can’t”. Students will also learn how to pronounce the colors in Spanish.</p> <p><b>Unit Rationale:</b> This unit was designed to teach students various skills such as the Spanish alphabet, colors, and body parts. Students are also going to be taught the proper vocabulary words and phrases used to describe location of people and items as well as one’s capability.</p>	
<p><b>NJ Student Learning Standards:</b> 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining 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>7.1.NM.A.1 -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</p> <p>7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, 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>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 on topics studied in other content areas.</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).

**Content Statements:**

***Interpretive Mode:***

Linguistic: The Novice-Mid language learner understands and communicates at the **word** level and can independently identify and recognize *memorized words and phrases* that bring meaning to text.

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions.)

-Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.

***Interpersonal Mode:***

Linguistic: The Novice-Mid language learner understands and communicates at the **word** level and can *use memorized words and phrases* independently to: Respond to learned questions, ask memorized questions, state needs and preferences, and describe people, places, and things.

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.

***Presentational Mode:***

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: make lists, state needs and preferences, describe people, places, and things

<p>Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <p><b>Goals/Objectives:</b></p> <ul style="list-style-type: none"> <li>• Will learn to name letters of the Spanish alphabet</li> <li>• Will learn to spell words aloud in Spanish.</li> </ul>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Recite A – Z alphabet using proper pronunciation.</li> <li>• Mouth: una boca, Body: un cuerpo, Eye: un ojo, Nose: una nariz, Neck: un cuello, Ear: una oreja, Arm: un brazo, Hand: una mano, Leg: una pierna, Foot: un pie</li> <li>• ¿Dónde está?</li> <li>• Under: debajo, Encima: on top of, Dentro: inside, Delante: in front of, Detrás: behind, Entre: between, Aquí: here, Allí: over there</li> <li>• Can you? - ¿Puedes...?, I can – Puedo, I can’t – No puedo.</li> <li>• Black – negro, white-blanco, yellow-amarillo, blue-azul, red-rojo, green-verde, brown-marron</li> </ul>	<ul style="list-style-type: none"> <li>• Can you recite the alphabet in Spanish?</li> <li>• Can you recite the following vocabulary words in Spanish? – mouth, body, eye, nose, neck, ear, arm, hand, leg, foot</li> <li>• How do we ask “where something is”?</li> <li>• Describe using location words</li> <li>• What phrases are used to describe capability?</li> <li>• Can you identify the colors in Spanish?</li> </ul>
Lesson	Lesson Sequence
<p><b>Lesson Title:</b> Unit 2: Alphabet, Body Parts, and</p>	<p><b>Lesson Sequence</b></p> <p>Previewing Activities:</p> <ol style="list-style-type: none"> <li>1. Write the entire alphabet on the board. Say the letters in Spanish as you do this.</li> </ol>

<p>Colors (Lesson 19: The Spanish Alphabet)</p>	<p>2. Write a name or place magnetic letters on the board. Say the names of the letters.</p> <p>Viewing Activities:</p> <p>3. Show Muzzy Story DVD Scene 24 (as a transition), then pause. Before showing Scene 25 ask students to listen closely for an extra letter in the Spanish alphabet.</p> <p>4. Invite students to join to repeat after the speaker.</p> <p>Post-Viewing Activities:</p> <p>5. Compare and contrast English and Spanish alphabet. What extra letter was there? (Answer: ñ)</p> <p>6. Show Scene 25 again for reinforcement. Ask students to listen for the first letter of their name.</p> <p>7. Ask a student to come forward and arrange the magnetic letters to spell their own name, Say the letters and ask the class to repoeaar. Do this with several names.</p> <p>8. Play the Mystery Word Game. The teacher gathers magnetic letters together that spell a Spanish word. Place them in a paper cup, shake it a little for effect, then place the letters randomly on the board. See if students can unscramble the word, say it in Spanish, and say its meaning in English.</p> <p>9. Try singing the alphabet to the tune of Yankee Doodle.</p> <p>10. Try having a Spanish Spelling Bee</p> <p>11. Complete Activity Sheet 37 – Dictate letters of the Spanish alphabet for the students to circle.</p> <p>12. Use Activity Sheet 28 – Ask students to find their way through the maze.</p> <p>13. Play a game of Hangman using Spanish words.</p> <p style="text-align: center;"><b><u>LESSON REFLECTION</u></b></p> <p>Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly</i>, <i>Moderately</i> or <i>Weakly</i> meets the criteria below.</p> <table border="1" data-bbox="491 1024 1839 1408"> <thead> <tr> <th data-bbox="491 1024 1276 1084"><b>Lesson Activities:</b></th> <th data-bbox="1276 1024 1421 1084"><b>Strongly</b></th> <th data-bbox="1421 1024 1610 1084"><b>Moderately</b></th> <th data-bbox="1610 1024 1839 1084"><b>Weakly</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="491 1084 1276 1175">Are challenging and require higher order thinking and problem solving skills</td> <td data-bbox="1276 1084 1421 1175"></td> <td data-bbox="1421 1084 1610 1175"></td> <td data-bbox="1610 1084 1839 1175"></td> </tr> <tr> <td data-bbox="491 1175 1276 1232">Allow for student choice</td> <td data-bbox="1276 1175 1421 1232"></td> <td data-bbox="1421 1175 1610 1232"></td> <td data-bbox="1610 1175 1839 1232"></td> </tr> <tr> <td data-bbox="491 1232 1276 1292">Provide scaffolding for acquiring targeted knowledge/skills</td> <td data-bbox="1276 1232 1421 1292"></td> <td data-bbox="1421 1232 1610 1292"></td> <td data-bbox="1610 1232 1839 1292"></td> </tr> <tr> <td data-bbox="491 1292 1276 1352">Integrate global perspectives</td> <td data-bbox="1276 1292 1421 1352"></td> <td data-bbox="1421 1292 1610 1352"></td> <td data-bbox="1610 1292 1839 1352"></td> </tr> <tr> <td data-bbox="491 1352 1276 1408">Integrate 21<sup>st</sup> century skills</td> <td data-bbox="1276 1352 1421 1408"></td> <td data-bbox="1421 1352 1610 1408"></td> <td data-bbox="1610 1352 1839 1408"></td> </tr> </tbody> </table>	<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>	Are challenging and require higher order thinking and problem solving skills				Allow for student choice				Provide scaffolding for acquiring targeted knowledge/skills				Integrate global perspectives				Integrate 21 <sup>st</sup> century skills			
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	Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
	Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
	Are varied to address different student learning styles and preferences			
	Are differentiated based on student needs			
	Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
	Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
	Provide opportunities for student reflection and self-assessment			
	Provide data to inform and adjust instruction to better meet the varying needs of learners			
<b>Skills (Students will be able to...)</b>				
<ul style="list-style-type: none"> <li>● Name letters of the Spanish alphabet</li> <li>● Spell word aloud in Spanish</li> <li>● Name and identify the parts of the body</li> <li>● Ask where something is</li> <li>● Describe location</li> </ul>				

- Describe capability (I can, I can't, Can you?)
- Understand and use vocabulary related to the unit
- Identify colors

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Closure activity</li> <li>● Homework</li> <li>● Mid-chapter quiz</li> <li>● End-of-chapter quiz</li> <li>● Project-Based Assessments</li> <li>● Listening Comprehension</li> <li>● Oral presentations</li> <li>● Exit Slips</li> <li>● Learning Response Journals</li> <li>● Discussions</li> <li>● Questioning</li> <li>● Peer/Self Assessments</li> <li>● Presentations</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Chapter test</li> <li>● End-of-Course test</li> <li>● Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills.</li> <li>● Interpersonal Assessments: Dialogue, conversational, and oral assessments</li> <li>● Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts.</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● <i>TC Running Records</i></li> <li>● <i>TC Writing Rubric</i></li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Preview content and concepts</i></li> <li>● <i>Behavior management plan</i></li> <li>● <i>Highlight text</i></li> <li>● <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Alternative formative and summative assessments</i></li> <li>● <i>Guided Reading</i></li> <li>● <i>Personal agendas</i></li> <li>● <i>Project-based learning</i></li> <li>● <i>Problem-based learning</i></li> <li>● <i>Stations/centers</i></li> <li>● <i>Tiered activities/assignments</i></li> <li>● <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Clubbing activities</i></li> <li>● <i>Exploration by interest</i></li> <li>● <i>Flexible groupings</i></li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <i>Multi-language glossary</i></li> <li>● <i>Pupil edition in Spanish</i></li> <li>● <i>Vocabulary flash cards</i></li> </ul>



<ul style="list-style-type: none"> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">Concepts of Print: Fountas &amp; Pinnell Prompting Guide 1; Oral Reading and Early Writing.</a></li> <li>• <a href="#">Beginning of the year Pre-Assessment</a></li> <li>• <a href="#">Mid year Assessment</a></li> <li>• <a href="#">Final Assessment</a></li> </ul>	<p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Gifted and Talented</b></p>
<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• LLI; Test Preparation Lesson Framework F&amp;P levels</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <i>Math in Focus or Big Ideas G &amp; T Activities</i></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Muzzy Language Learning Courses (Teacher edition)</li> <li>• Beginning Spanish for Young Children, ( 2005) Carson Dellosa</li> <li>• Muzzy Classroom Edition Spanish: Early Advantage: BBC - <a href="http://www.early-advantage.com/">http://www.early-advantage.com/</a></li> <li>• <a href="http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf">http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf</a>.</li> <li>• <a href="http://www.state.nj.us/education/cccs/standards/7/">http://www.state.nj.us/education/cccs/standards/7/</a></li> <li>• <a href="http://www.edutopia.org/">http://www.edutopia.org/</a></li> <li>• <a href="http://www.p21.org/overview/skills-framework/256">http://www.p21.org/overview/skills-framework/256</a></li> </ul>	<p><b>Core Instructional Resources:</b></p>

**Supplemental Professional Resources:**

- *Leveled Literacy Intervention Kits*
- [When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell](#)
- [Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z \(Teachers College\)](#)
- [Benchmarks for Oral Fluency Rate - Words Per Minute \(Teachers College\)](#)
- *Primm Book*
- *Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins*
- *Prompting Guide Part 1 - For Oral Reading and Early Writing*
- *Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing*
- *Reading Strategies Book - Jennifer Serravallo*
- *Teacher's College Units of Study - Phonics K-2*
- Florham Park [ELA PD Sharing Website](#)
- [Conferring Menus](#)
- *Math in Focus or Big Ideas Curriculum*

- Muzzy Level I Classroom Edition Spanish: Early Advantage: BBC
- See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery
- **MUZZY DVD Set:**
- Part 1, Scenes 24-25
- **Websites:**
- [www.conjuguemos.com](http://www.conjuguemos.com)
- (used for all units; grammar and vocabulary practice)
- [www.classzone.com](http://www.classzone.com)
- (used for all units; online textbook resource)
- [www.youtube.com](http://www.youtube.com)
- (used daily: "Video of the Day" [cultural exposure])
- [www.bbc.co.uk](http://www.bbc.co.uk)
- ("Mi Vida Loca" video series; real-life application of language)
- [www.wordle.net](http://www.wordle.net)
- (vocabulary introduction, could be applied to any unit; used specifically with "gustar/encantar" unit)
- [www.freerice.com](http://www.freerice.com)
- (vocabulary reinforcement)
- [www.quia.com](http://www.quia.com)
- (grammar and vocabulary quiz show-style games)
- [www.quizlet.com](http://www.quizlet.com)
- (online flashcards - use pre-made & self made)
- [http://www.spanishspanish.com/time/clock\\_web.html](http://www.spanishspanish.com/time/clock_web.html)
- (online telling time practice)
- <http://www.colby.edu/~bknelson/SLC/interrogatives.php>
- (listening practice/reading comprehension practice)
- [www.nulu.com](http://www.nulu.com)
- (reading comprehension)

**Supplemental Resources:**

- **iPad Apps:**
- DuoLingo
- Sock Puppets
- Puppet Pals
- Mind Snacks Spanish
- Akinator
- [www.conjuguemos.com](http://www.conjuguemos.com)
- (used for all units; grammar and vocabulary practice)
- [www.classzone.com](http://www.classzone.com)
- (used for all units; online textbook resource)
- [www.youtube.com](http://www.youtube.com)

	<ul style="list-style-type: none"> <li>• (online lessons/videos using current vocabulary)</li> <li>• <a href="http://www.freerice.com">www.freerice.com</a></li> <li>• (vocabulary reinforcement)</li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• (grammar and vocabulary quiz show-style games)</li> <li>• <a href="http://www.spanishclassonline.com">http://www.spanishclassonline.com</a> (games/review activities)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• <i>Math in Focus or Big Ideas Curriculum</i></li> <li>• Reteach, Extra Practice, Classroom Manipulatives, Online Manipulatives, and content from previous grade levels</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read for understanding of phrases, vocabulary, and short passages.</li> <li>• Making connections between English and Spanish</li> </ul> <p><b>Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Writing activities based on incorporating current Spanish skills. For example: writing dialogue</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Telling time on a clock/watch</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• Interactive websites</li> <li>• Apps and games</li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>

<ul style="list-style-type: none"> <li>● Personal Literacy</li> <li>● Civic Literacy</li> <li>● Health Literacy</li> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>● S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</li> <li>● <b><u>Initiative and Self Direction</u></b></li> <li>● Manage Goals and Time</li> <li>● Work Independently</li> <li>● Be Self-directed Learners</li> </ul>	
<p><b>Career Education</b></p>	<p><b>Global Perspectives</b></p>
<ul style="list-style-type: none"> <li>● Field trips</li> <li>● Skype an author</li> <li>● Guest speakers in classroom</li> </ul>	<ul style="list-style-type: none"> <li>● National Hispanic-Latino Heritage Month</li> <li>● National Disability Employment Awareness Month</li> <li>● National American Indian Heritage Month</li> <li>● Black History Month</li> <li>● National Women’s History Month,</li> <li>● National Irish-American Heritage Month</li> <li>● National Italian American Heritage Month</li> <li>● Asian Pacific American Heritage</li> <li>● Older Americans’ Month</li> <li>● Jewish American Heritage Month</li> <li>● Week of Respect</li> <li>● Red Ribbon Week</li> <li>● International Dot Day (September 16)</li> <li>● Understanding other nations and cultures, including the use of non-English languages</li> </ul>

<b>World Language/ Spanish</b>	<b>Grade: 3</b>
<p><b>Unit Title:</b> Unit 3: Culture and Countries (Lesson 17, Cultural Lessons Spain: Introduction and Muzzy in Spain 2-supporting lessons)</p>	
<p><b>Unit Summary:</b> In this unit, students will learn to name selected Spanish speaking countries. Students will also learn about the Spanish speaking country of Spain. Students will learn about the history and culture of Spain and how it differs from the United States.</p>	
<p><b>Unit Rationale:</b> This unit was designed to teach students the language, location, and history of the Spanish speaking country of Spain.</p>	
<p><b>NJ Student Learning Standards:</b> 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining understanding of the perspectives of other cultures. Through language study, they will make connections with other content area, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p><b>7.1.NM.A.1</b> -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</p> <p><b>7.1.NM.A.2-</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.A.3-</b> Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p><b>7.1.NM.A.4-</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p><b>7.1.NM.A.5-</b>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>7.1.NM.B.1-</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>7.1.NM.B.2-</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.B.3-</b>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p><b>7.1.NM.B.4-</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.B.5-</b>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.1-</b>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>	

**7.1.NM.C.2-** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**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).

**Content Statements:**

***Interpretive Mode:***

Linguistic: The Novice-Mid language learner understands and communicates at the **word** level and can independently identify and recognize *memorized words and phrases* that bring meaning to text.

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions.)

-Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.

***Interpersonal Mode:***

Linguistic: The Novice-Mid language learner understands and communicates at the **word** level and can *use memorized words and phrases* independently to: Respond to learned questions, ask memorized questions, state needs and preferences, and describe people, places, and things.

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.

***Presentational Mode:***

<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: make lists, state needs and preferences, describe people, places, and things</p> <p>Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <p><b>Goals/Objectives:</b></p> <ul style="list-style-type: none"> <li>● Will learn to locate Spain on a map or globe</li> <li>● Will learn about the geography of Spain</li> <li>● Will learn to recognize the flag of Spain</li> <li>● Will learn to understand related Spanish vocabulary</li> <li>● Will learn to discover Spanish castles</li> <li>● Learn about the difference between Peninsular and New World pronunciation</li> <li>● Learn about a famous Spaniard</li> </ul>			
<p><b>Enduring Understandings/Goals</b></p>		<p><b>Essential Questions</b></p>	
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>● Japan-Japon, England-Inglaterra, Greece-Grecia, Germany-Alemania, France-Francia, Italy-Italia, United States-Los Estados Unidos.</li> <li>● A fast paced Spanish ball game.</li> <li>● Espana</li> <li>● Madrid</li> </ul>		<ul style="list-style-type: none"> <li>● Naming various countries in Spanish?</li> <li>● What is jai-alai?</li> <li>● How do you pronounce Spain in Spanish?</li> <li>● What is the capital of Spain?</li> </ul>	
<p><b>Lesson Title:</b></p>		<p><b>Lesson Sequence:</b></p>	
<p><b>Lesson Title:</b> Unit 3: Muzzy in Spain Introduction Lesson</p>		<p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Give each student the flag of Spain.</li> <li>2. Explain where Spain is located and show location on a map or globe.</li> <li>3. Teach the Spanish word for Spain = Espana.</li> </ol>	

4. Discuss the flags colors in Spanish - red and yellow – rojo y amarillo.
5. Show some authentic castles from Spain to your students. Consult [www.castlesontheweb.com/search/Castle\\_Tours/Spain](http://www.castlesontheweb.com/search/Castle_Tours/Spain) - students can then construct simple castles out of construction paper.
6. Give each student the map of Spain. Say that Spain is located on the Iberian Peninsula. Explain what a peninsula is. Introduce the Atlantic Ocean – el oceano Atlantico, Mediterranean Sea – el mar Mediteraneo, Madrid, and mountains – las montanas. Write these on the board and label them on a class map.
7. Tell the students that the kind of Spanish spoken in Spain is called Castilian and is slightly different than the Spanish of Latin America and South America. Give some examples of c and z and how they are pronounced.
8. Have students do a report or poster about a famous Spaniard. Highlight the person’s achievements and accomplishments and present to the class to share.

**LESSON REFLECTION**

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 <sup>st</sup> century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			



	Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
	Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
	Provide opportunities for student reflection and self-assessment			
	Provide data to inform and adjust instruction to better meet the varying needs of learners			

<b>Skills (Students will be able to...)</b>				
<ul style="list-style-type: none"> <li>● Name selected countries</li> <li>● Identify flags of various countries</li> <li>● Locate Spain on a map or globe</li> <li>● Learn about the geography of Spain</li> <li>● Recognize the flag of Spain</li> <li>● Understand related Spanish vocabulary</li> <li>● Discover Spanish castles</li> <li>● Learn about the differences between Peninsular and New World pronunciation</li> <li>● Learn about a famous Spaniard</li> <li>● Learn about a sport that originated in Spain – jai-alai</li> <li>● Learn about the sport that is popular in Spain – soccer</li> <li>● Compare English and Spanish sports terminology</li> <li>● Learn the names of several European countries in Spanish</li> </ul>				

Evidence of Learning (Assessments)	Accommodations and Modifications

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Closure activity</li> <li>• Homework</li> <li>• Mid-chapter quiz</li> <li>• End-of-chapter quiz</li> <li>• Project-Based Assessments</li> <li>• Listening Comprehension</li> <li>• Oral presentations</li> <li>• Exit Slips</li> <li>• Learning Response Journals</li> <li>• Discussions</li> <li>• Questioning</li> <li>• Peer/Self Assessments</li> <li>• Presentations</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Preview content and concepts</li> <li>• Behavior management plan</li> <li>• Highlight text</li> <li>• Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Problem-based learning</li> <li>• Stations/centers</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Clubbing activities</li> <li>• Exploration by interest</li> <li>• Flexible groupings</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Chapter test</li> <li>• End-of-Course test</li> <li>• Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills.</li> <li>• Interpersonal Assessments: Dialogue, conversational, and oral assessments</li> <li>• Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts.</li> </ul>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• Multi-language glossary</li> <li>• Pupil edition in Spanish</li> <li>• Vocabulary flash cards</li> </ul>
<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>TC Running Records</i></li> <li>• <i>TC Writing Rubric</i></li> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">Concepts of Print: Fountas &amp; Pinnell Prompting Guide 1; Oral Reading and Early Writing</a></li> <li>• <a href="#">Beginning of the year Pre-Assessment</a></li> <li>• <a href="#">Mid year Assessment</a></li> <li>• <a href="#">Final Assessment</a></li> </ul>	<p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Gifted and Talented</b></p>

<ul style="list-style-type: none"> <li>● Fountas &amp; Pinnell Running Records</li> <li>● Scholastic Running Records</li> <li>● BeBop Books for running records</li> <li>● G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>● Reasoning</li> <li>● Yopp-Singer test of Phoneme Segmentation</li> <li>● Sentence-Writing Grade Placement Test</li> <li>● Linguistics Phonemic Awareness Screener</li> <li>● Linguistics Decoding Pre/Post Test</li> <li>● Dyslexia Screener</li> <li>● PRIM checklist</li> <li>● LLI; Test Preparation Lesson Framework F&amp;P levels</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <i>Math in Focus or Big Ideas G &amp; T Activities</i></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p align="center"><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p align="center"><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>● Muzzy Language Learning Courses (Teacher edition)</li> <li>● Beginning Spanish for Young Children, ( 2005) Carson Dellosa</li> <li>● Muzzy Classroom Edition Spanish: Early Advantage: BBC - <a href="http://www.early-advantage.com/">http://www.early-advantage.com/</a></li> <li>● <a href="http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf">http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf</a></li> <li>● <a href="http://www.state.nj.us/education/cccs/standards/7/">http://www.state.nj.us/education/cccs/standards/7/</a></li> <li>● <a href="http://www.edutopia.org/">http://www.edutopia.org/</a></li> <li>● <a href="http://www.p21.org/overview/skills-framework/256">http://www.p21.org/overview/skills-framework/256</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>Leveled Literacy Intervention Kits</i></li> <li>● <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>● <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>● <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>● <i>Primm Book</i></li> <li>● <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i></li> <li>● <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>● Muzzy Level I Classroom Edition Spanish: Early Advantage: BBC</li> <li>● See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery</li> <li>● <b>Websites:</b></li> <li>● <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>● (used for all units; grammar and vocabulary practice)</li> <li>● <a href="http://www.classzone.com">www.classzone.com</a></li> <li>● (used for all units; online textbook resource)</li> <li>● <a href="http://www.youtube.com">www.youtube.com</a></li> <li>● (used daily: "Video of the Day" [cultural exposure])</li> <li>● <a href="http://www.bbc.co.uk">www.bbc.co.uk</a></li> <li>● ("Mi Vida Loca" video series; real-life application of language)</li> <li>● <a href="http://www.wordle.net">www.wordle.net</a></li> <li>● (vocabulary introduction, could be applied to any unit; used specifically with "gustar/encantar" unit)</li> <li>● <a href="http://www.freerice.com">www.freerice.com</a></li> <li>● (vocabulary reinforcement)</li> <li>● <a href="http://www.quia.com">www.quia.com</a></li> <li>● (grammar and vocabulary quiz show-style games)</li> </ul>

<ul style="list-style-type: none"> <li>● <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>● <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>● <i>Teacher's College Units of Study - Phonics K-2</i></li> <li>● Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>● <a href="#">Conferring Menus</a></li> <li>● <i>Math in Focus or Big Ideas Curriculum</i></li> </ul>	<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>iPad Apps:</b></li> <li>● DuoLingo</li> <li>● Sock Puppets</li> <li>● Puppet Pals</li> <li>● Mind Snacks Spanish</li> <li>● Akinator</li> <li>● <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>● (used for all units; grammar and vocabulary practice)</li> <li>● <a href="http://www.classzone.com">www.classzone.com</a></li> <li>● (used for all units; online textbook resource)</li> <li>● <a href="http://www.youtube.com">www.youtube.com</a></li> <li>● (online lessons/videos using current vocabulary)</li> <li>● <a href="http://www.freerice.com">www.freerice.com</a></li> <li>● (vocabulary reinforcement)</li> <li>● <a href="http://www.quia.com">www.quia.com</a></li> <li>● (grammar and vocabulary quiz show-style games)</li> <li>● <a href="http://www.spanishclassonline.com">http://www.spanishclassonline.com</a> (games/review activities)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention Texts</li> <li>● <i>Math in Focus or Big Ideas Curriculum</i></li> <li>● Reteach, Extra Practice, Classroom Manipulatives, Online Manipulatives, and content from previous grade levels</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	<p style="text-align: center;"><b>Integration of Technology through NJSLS</b></p>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Read for understanding of phrases, vocabulary, and short passages.</li> <li>● Making connections between English and Spanish</li> </ul> <p><b>Language Arts:</b></p> <ul style="list-style-type: none"> <li>● Writing activities based on incorporating current Spanish skills. For example: writing dialogue</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>● Telling time on a clock/watch</li> </ul> <p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> <li>● Interactive websites</li> <li>● Apps and games</li> </ul>

<ul style="list-style-type: none"> <li>• Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world.</li> </ul>	
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Personal Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</li> <li>• <b><u>Initiative and Self Direction</u></b></li> <li>• Manage Goals and Time</li> <li>• Work Independently</li> <li>• Be Self-directed Learners</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspectives</b></p>
<ul style="list-style-type: none"> <li>• Field trips</li> <li>• Skype an author</li> <li>• Guest speakers in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>

	<ul style="list-style-type: none"><li>• Understanding other nations and cultures, including the use of non-English languages</li></ul>
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