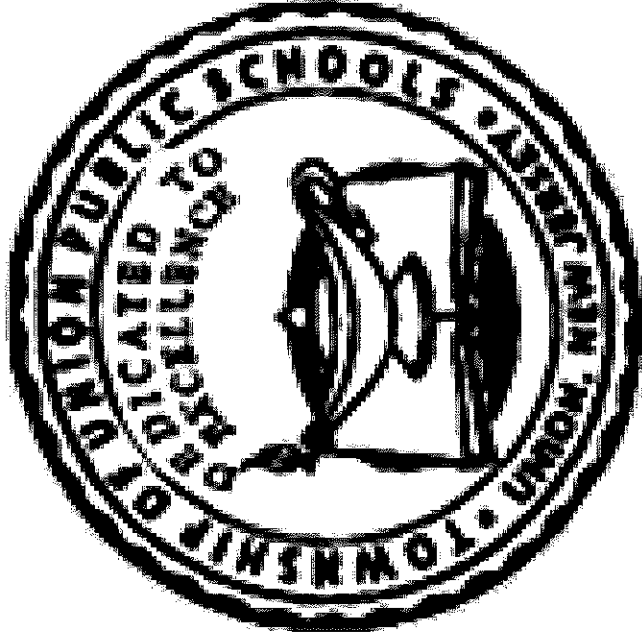


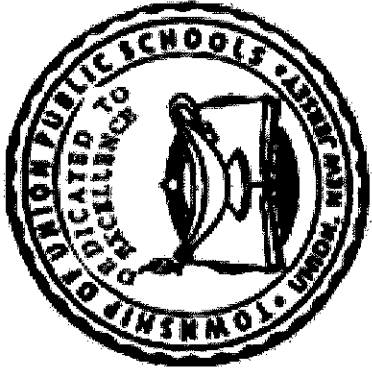
TOWNSHIP OF UNION PUBLIC SCHOOLS



# *Elementary Spanish Third Grade*

**Curriculum Guide**

Curriculum Guide Approved June 2015



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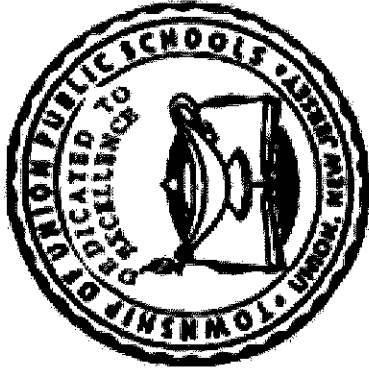
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# ***Elementary Spanish*** ***Third Grade***

**Jolier Tamayo**  
**Andrea Cabrera**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## Course Description

Students will be exposed to this Hispanic culture through an understanding of Spanish vocabulary. Spanish instruction at the elementary school level provides students with an exposure to thematically organized vocabulary, simple grammar structures, and cultural elements that serve as the foundation for more rigorous formal instruction at the middle and high school levels. Spanish lessons at the elementary school level are designed to afford students an opportunity to acquire confidence in speaking and writing simple Spanish words and phrases, and recognizing these words and phrases when they are spoken. Some lessons develop students' language skills in a recursive manner, as they provide cumulative reinforcement of previously introduced material. Designated units are identified for each grade level to permit the spiraling and reinforcement of skills leading to proficiency. By the end of Grade 5, students will have acquired a basic set of thematically-based vocabulary and idioms to discuss basic daily events, ask and respond to simple questions, greet people, identify school-based locations, and understand calendar and number words. The curriculum aims to engage students in authentic communication while developing their appreciation of a different cultural medium. Instruction reinforces language concepts in creative and dynamic ways that support ongoing language acquisition and a respect for diverse cultural practices by using various audio and visual materials. Students develop basic writing skills through workbook exercises and simple note taking that strengthen their ability to synthesize language and apply it in new contexts. Spanish instruction is aligned with the New Jersey World Languages Core Curriculum Content Standards

## Recommended Textbooks

Muzzy, The BBC Language Course for children

[www.early-advantage.com](http://www.early-advantage.com)

## Course Proficiencies

Students will be able to...

- Greet people according to the different times of the day.
- State his/her name in Spanish.
- Ask and respond to the questions.
- Identify numbers 0-20 out of sequence.
- Show understanding of new vocabulary by responding to commands.
- Review classroom vocabulary in combination with numbers and colors.
- Relate spoken numbers and colors to corresponding objects.
- Verbally identify and name the parts of the body in Spanish.
- Follow commands involving the body parts.
- Identify vocabulary associated with the family.
- Create a family picture and verbally identify six family members
- Answer the question “¿Quién es?” with “Es mi...”
- Recall the names of the colors in Spanish.
- Express likes and dislikes regarding food.
- Identify and state the days of the week in Spanish.
- Identify the months of the year in Spanish.
- Answer the question “¿Qué fecha es hoy?” with “Hoy es...”

# Curriculum Units

Unit 1: Greetings

Unit 2: Clothing

Unit 3: Family

Unit 4: Body Parts

Unit 5: Food

Unit 6: Calendar

## **Pacing Guide- Course**

<u>Content</u>	<b>Number of Days</b>
<b>Unit 1: Greetings and Farewells</b>	<b>6</b>
<b>Unit 2: Clothing</b>	<b>6</b>
<b>Unit 3: Family</b>	<b>6</b>
<b>Unit 4: Body Parts</b>	<b>6</b>
<b>Unit 5: Food</b>	<b>6</b>
<b>Unit 6: Calendar</b>	<b>6</b>

## Unit 1 Greetings and Farewells

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>- How do you greet someone informally in the target language?</p> <p>- How do we use: (Buenos dias, buenas tardes and buenas noches) throughout the day?</p> <p>- How would you greet the President?</p> <p>- When do we use informal greetings in Spanish?</p> <p>- Which are the formal Spanish farewells?</p>	<p>SWBAT:</p> <p>- Greet a person informally using the word Hola (hello/hi).</p> <p>- Use the formal greetings in Spanish properly, according to the time of day.</p> <p>Buenos dias (good morning)</p> <p>Buenas tardes (good afternoon)</p> <p>Buenas noches (good evening)</p> <p>- Differentiate between formal farewells and informal farewells like:</p> <p>Adiós (goodbye)</p> <p>Hasta luego (see you later)</p> <p>Hasta mañana (see you tomorrow)</p> <p>Hasta pronto (see you soon)</p> <p>- Use farewells appropriately</p>	<p>- Smartboard Applications</p> <p>- Group activities</p> <p>- Paired activities</p> <p>- Muzzy activities,</p> <p>- " Los Saludos" Youtube song</p> <p>- Practice partnered greeting dialogues</p>	<p>- Oral repetition</p> <p>- Oral response to questions</p> <p>- Correct usage of target language in dialogues with peers.</p> <p>- Teacher observation</p> <p>- Peer assessment</p> <p>- Worksheets</p>

## Unit 2: Clothing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>- How does one respond to: “What items of clothing are you wearing?”</p> <p>“Can you name the clothing items you would wear on a cold day?”</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- Identify and name basic clothing items</li> <li>- Verbally list clothing items according to weather</li> <li>- Answer the question “What are you wearing?” in a complete sentence using “Yo tengo puesto...”</li> </ul>	<ul style="list-style-type: none"> <li>-Students will repeat each word after teacher to ensure correct pronunciation</li> <li>-Interactive online game related to clothing on <a href="http://Abcya.com/spanish">Abcya.com/spanish</a></li> <li>- Group activities in which students have the opportunity to name what their peers are wearing</li> </ul>	<ul style="list-style-type: none"> <li>-Oral repetition</li> <li>-Oral response to questions</li> <li>-Correct usage of target language in dialogues with peers.</li> <li>-Teacher observation</li> <li>-Peer assessment</li> <li>- Worksheets</li> </ul>
		<ul style="list-style-type: none"> <li>-Students will complete a name-to- picture matching worksheet</li> </ul>	

### Unit 3: Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>- How does one respond to: “Do you have brothers or sisters?” (“¿Tienes hermanos?”)</li> <li>- Who are the members of your family?</li> <li>- Who are the members of a family?</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>- Identify and name their immediate family members: Mamá, papa, hermanos and abuelos</li> <li>- Differentiate family member words by gender</li> <li>- Answer the question “how many siblings do you have?” in a complete sentence beginning with “Yo tengo ...”</li> </ul>	<ul style="list-style-type: none"> <li>-Students will have the opportunity to practice their family member vocabulary through repetition.</li> <li>-Students will create their own family tree as a project.</li> <li>-Students will present their family tree to the class.</li> <li>-Students will have group discussions on how gender changes the vocabulary word in Spanish</li> <li>-Students will complete Muzzy worksheets based on the video</li> </ul>	<ul style="list-style-type: none"> <li>-Oral repetition</li> <li>-Oral response to questions</li> <li>-Correct usage of target language in dialogues with peers.</li> <li>-Teacher observation</li> <li>-Peer assessment</li> <li>-Dialogs in pairs</li> <li>- Worksheets</li> </ul>

### Unit 4: Body Parts

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>- How do you respond to: “Where is your cabeza, hombros, rodillas y pies?”</p>	<p>SWBAT:            -Identify basic body parts:            Cabeza (head)            Hombros (shoulders)            Rodillas (Knees)            Pies (feet)            Manos (hands)            Brazos (arms)            Piernas (legs)            Codos (elbows)</p> <p>-Point out to a body part after hearing it in Spanish.</p> <p>-Verbally list their body parts.</p>	<ul style="list-style-type: none"> <li>- Smartboard applications,</li> <li>- Group Activities,</li> <li>- Paired activities,</li> <li>- Muzzy Activities,</li> <li>- YouTube Video—Spanish Sesame Street Body Part Song</li> <li>- “Simon Says” using body parts in Spanish</li> <li>- “Head, Shoulders, Knees and Toes”</li> <li>- Body Parts interactive game on <a href="http://Onlinefreespanish.com">Onlinefreespanish.com</a></li> </ul>	<ul style="list-style-type: none"> <li>-Oral repetition</li> <li>-Oral response to questions</li> <li>-Correct usage of target language in dialogues with peers.</li> <li>-Teacher observation</li> <li>-Peer assessment</li> <li>- Worksheets</li> </ul>



Unit 5: Food

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>- How does one respond to “Do you like...?” (“¿Te gusta...?”)</p>	<p>SWBAT:                      - Express likes and dislikes regarding food using “ Me gusta and No me gusta”</p>	<ul style="list-style-type: none"> <li>- Smartboard applications,</li> <li>- Group Activities,</li> <li>- Paired activities,</li> <li>- Muzzy Activities</li> <li>- Food Flash Cards</li> <li>- Find the Food Game</li> <li>- YouTube video: Classic Sesame Street Film – Spanish Market song</li> <li>- Complete Me gusta vs No me gusta worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>-Oral repetition</li> <li>-Oral response to questions</li> <li>-Correct usage of target language in dialogues with peers.</li> <li>-Teacher observation</li> <li>-Peer assessment</li> <li>- Worksheets</li> </ul>

Unit 6: Calendar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>- How do you say the months of the year in Spanish ?</p> <p>- What months in Spanish sound similar to the ones in English?</p>	<p>SWBAT:</p> <p>- Identify and name the months of the year:</p> <p>Enero (January)</p> <p>Febrero (February)</p> <p>Marzo (March)</p> <p>Abril (April)</p> <p>Mayo (May)</p> <p>Junio (June)</p> <p>Julio (July)</p> <p>Agosto (August)</p> <p>Septiembre (September)</p> <p>Octubre (October)</p> <p>Noviembre (November)</p> <p>Diciembre (December)</p>	<p>- Students will repeat the words after the teacher to ensure correct pronunciation.</p> <p>- Students will play Word Toss on <a href="http://Abcya.com">Abcya.com</a>/Spanish</p> <p>- Students will ask their peers to answer the following questions in Spanish:  <i>What month is it now?</i>  <i>What month is it next month?</i>  <i>What month was last month?</i>  <i>Which month is your birthday?</i></p>	<p>- Oral repetition</p> <p>- Oral response to questions</p> <p>- Correct usage of target language in dialogues with peers.</p> <p>- Teacher observation</p> <p>- Peer assessment</p>
<p>- Recognize the spelling similarity between months in Spanish and months in English.</p> <p>- Answer the question When is your birthday? With, Mi cumpleaños es en _____.</p>			

**New Jersey Core Curriculum Content Standards**  
**Academic Area**

- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 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.
- 7.1.NM.B.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings.
- 7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 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.  
Skim and scan target language authentic materials to identify classroom items and furniture and their location.
- 7.1.NM.A.4** Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.
- 7.1.NM.A.2** Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.
- 7.1.NM.B.5** Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats.

New Jersey Scoring Rubric

Expectations	3	2	1
<b>Classroom preparation</b>	<ul style="list-style-type: none"> <li>- Completes assignments on time and is prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Assignments sometimes completed on time.</li> <li>- Sometimes prepared.</li> </ul>	<ul style="list-style-type: none"> <li>- Often has late, incomplete assignments.</li> <li>- Often unprepared.</li> </ul>
<b>Classroom Involvement</b>	<ul style="list-style-type: none"> <li>- Makes appropriate contributions</li> <li>- Listens attentively to others.</li> <li>- Alert on task.</li> </ul>	<ul style="list-style-type: none"> <li>- At times contributes.</li> <li>- Listen to others most of the times</li> <li>- Needs reminder to use time productively.</li> </ul>	<ul style="list-style-type: none"> <li>- Seldom contributes or listens to others.</li> </ul>
<b>Use of Spanish</b>	<ul style="list-style-type: none"> <li>- Strives to use Spanish in the room as much as proficiency allows.</li> <li>- Tries to apply new concepts while speaking.</li> </ul>	<ul style="list-style-type: none"> <li>- At times tries to use Spanish in class.</li> <li>- Often relies on others to produce the language.</li> </ul>	<ul style="list-style-type: none"> <li>- Seldom makes any effort to use Spanish during class.</li> </ul>
<b>Cooperative learning</b>	<ul style="list-style-type: none"> <li>- Use time productively when working in pairs or groups.</li> <li>- Participates fully as a member of the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses time somewhat productively when working in pairs of a group.</li> <li>- Partially contributes in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Makes little or no contribution in pairs or in groups</li> </ul>

9-12 points = A  
5-8 points = B  
4 or less = C