

# Wayne

Township Public Schools

**Grade 3**

**Spanish Curriculum**

**Director of Elementary  
Education**

Dawn Auerbach

**Principal**

Matthew Kriley

**Assistant Principals**

Cathy Gaynor

Lydia Cooper

**Committee Members**

Elaine Barbieri

Sandra Buritica

Monica Pinzon

**Curriculum Developed**

**June 2019 & Revised June 2020**

**Revised June 2022**

**Approved by the Board of Education on August 22, 2019 & August 20, 2020**

**Re-Approved by the Board of Education on August 18, 2022**

**Wayne Township Public School**  
**District Curriculum**  
**World Language: Grade 3**

<b>Subject: World Language-Spanish</b>	<b>Grade: 3</b>	<b>Unit: Everyday Spanish</b>
--	-----------------	-------------------------------

<b>Trimester 1</b>	<b>Unit Time Frame: 11 weeks</b>
--------------------	----------------------------------

**Instructional Materials:**

**Suggested Resources:**

- [Wayne Township Public Schools 3-5 Spanish Website](#)
- Spanish workbook
- [Rockalingua.com](#), an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons
- [Say HOLA to Spanish!](#)
- Books showing the culture and target vocabulary
- Videos demonstrating cultural themes
- Songs in Spanish
- Games (matching, memory, guessing, bingo)
- *Highlights High Five Bilingue* (In English & Spanish)
- Classroom based activities using technology tools
- *Spanish First Words*
- *Si le das una galletita a un ratón*
- *Scholastic News Libros de referencia*
- *Clima Borrascoso*
- *¿Tu mamá es una llama?*
- *La verdadera historia de los tres cerditos*
- *Green is a chile pepper/ El chile es verde*
- *How do you hug a porcupine? ¿Cómo abrazas a un puercoespín?*
- *Gusto del mercado mexicano*
- *Now what? ¿Ahora qué?*

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

Goals:	Lesson Activities:
<p><u>Unit 1 (Trimester 1, 11 weeks)</u></p> <ul style="list-style-type: none"> <li>● Greetings, farewells, introductions. (Buenos días/buenas tardes/buenas noches, song, la lechuza)</li> <li>● Culture of Cuba</li> <li>● Celia Cruz and <i>La salsa</i></li> <li>● Days of the week (writing the date)</li> <li>● Numbers (1-50)</li> <li>● Colors (Review grade 2 and add dark and light)</li> <li>● Family (Dia de los muertos)</li> <li>● Día de los muertos project (altar)</li> <li>● Describe weather using simple sentences</li> </ul> <p><b>*Details can be viewed in Student's workbook</b></p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>● Talk about their family in small groups</li> <li>● Give their names and the names of their classmates using memorized chunks of language when asked questions</li> <li>● Make brief introductions of themselves and others</li> <li>● Use the numbers 1-50 to count objects and people in the classroom and to do simple mathematical computations</li> <li>● Respond to memorized questions based on current vocabulary</li> <li>● Use calendars to identify and express the date in Spanish</li> <li>● Create a multimedia representation of día de los muertos using specific language</li> <li>● Teacher generated manipulatives and group kits for interpersonal activities (days of the week, family)</li> <li>● Use colors to describe the components of a día de los muertos celebration</li> <li>● Use Rockalingua as appropriate</li> </ul>

#### New Jersey Student Learning Standards and Descriptors:

[New Jersey Student Learning Standards for World Languages](#) **Standard 7.1** World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials..

**CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

**CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

#### [New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 3](#)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### [New Jersey Student Learning Standards for Social Studies](#)

Amistad Mandate

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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

#### [New Jersey Student Learning Standards for Visual and Performing Arts](#)

1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).

1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.

1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

#### [New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills](#)

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others

**Wayne Township Public School**  
**District Curriculum**  
**World Language: Grade 3**

<b>Unit Essential Questions &amp; Enduring Understandings:</b>	<b>Student Vocabulary:</b>	<b>Lesson Learning Statement/Objectives:</b>
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How can I talk to someone in another language when I am just starting to learn it?</li> <li>● How can I use what I know to improve communication with others?</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.</li> <li>● When first learning a new language, the goal is to communicate and not translate.</li> <li>● Learning a language is a developmental and on-going process.</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Review 2nd grade greetings and add: buenas noches, ¿Y tú, cómo te llamas? ¿Cuántos años tienes? Tengo __ Años.</li> <li>● Farewells: Review 2nd grade and add ¡Chao!</li> <li>● Colors: Review K-2 and add claro, oscuro</li> <li>● Numbers 1-50</li> <li>● Introduce self and others; me llamo, se llama</li> <li>● Family Vocabulary: Review K-2</li> <li>● Weather Vocabulary: Review K-2 with appropriate verbs</li> <li>● Interrogatives (cómo, cuántos, qué)</li> <li>● Día de los muertos vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will use greetings and farewells appropriately.</li> <li>2. Students will begin to develop interpretive skills (listening and responding physically - TPR).</li> <li>3. Students will introduce themselves and friends.</li> <li>4. Students will begin to respond verbally in Spanish when asked personal questions.</li> <li>5. Students will communicate about weather and family using memorized words, a few phrases and simple sentences.</li> <li>6. Students will describe the color of common objects used for día de los muertos.</li> <li>7. Students will investigate the cultural practices of the <i>Día de los muertos</i> holiday.</li> <li>8. Students will read, write and recognize numbers 1-50.</li> </ol>

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

Interdisciplinary Concepts:	Assessment Strategies / Resources:	Benchmark Assessments / Products:
<p>ELA- Students will use adjectives and identify characteristics and traits.</p> <p>Social Studies - Students will identify and begin to appreciate cultural similarities and differences.</p> <p>Science - Students will identify basic weather patterns and terms.</p> <p>Art- Students will create and decorate a small scale altar to learn about the Mexican holiday: The Day of the Dead.</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Entrance/Exit slips</li> <li>● Graphic Organizers</li> <li>● Peer/Self Assessment</li> <li>● Think Pair Share</li> <li>● Question and answer (orally/written)</li> <li>● Journals</li> <li>● Performance tasks</li> <li>● Teacher-created Tests</li> <li>● Complete written worksheet</li> <li>● Checklists</li> <li>● Hand signals to show understanding</li> <li>● 4 corners</li> </ul>	<ul style="list-style-type: none"> <li>● Student oral presentation of self and others/vocabulary, chromebooks</li> <li>● TPR Games</li> <li>● Group number games</li> <li>● Independent completion of worksheets</li> <li>● Recite selections and recognize vocabulary within culturally authentic text</li> <li>● Teacher observation of student oral presentation of self and others</li> </ul> <p><b>Summative:</b> Create of día de los muertos altar for cultural perspective and present to class.</p> <p><b>Benchmark:</b> Respond to questions using learned vocabulary in context.</p> <p><b>Formative:</b> (See Left)</p> <p><b>Alternative:</b> Students present a simple weather report.</p>

#### Technology Integration / Career and Workplace Skills:

##### ISTE Standards for Students

- 1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

##### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.

##### WIDA ELD Standards

*Social and Instructional Language:* ELD Standard 1

**Wayne Township Public School**  
**District Curriculum**  
**World Language: Grade 3**

**Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:**

**Modifications can be specific to the student's IEP if applicable.**

**Suggested modifications:**

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Teacher modeling
- Choice to work with others or alone

**Gifted/Advanced Students:**

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

**Additional Differentiation Strategies:**

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

<b>Subject: World Language-Spanish</b>	<b>Grade: 3</b>	<b>Unit: All About My Day</b>		
<b>Trimester 2</b>	<b>Unit Time Frame: 12 weeks</b>			
<b>Instructional Materials:</b>				
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Wayne Township Public Schools 3-5 Spanish Website</a></li> <li>● Spanish workbook</li> <li>● <a href="#">Rockalingua.com</a>, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons</li> <li>● Books showing the culture and target vocabulary</li> <li>● Songs in Spanish</li> <li>● Games (matching, memory, guessing, bingo)</li> <li>● Visuals for classroom actions and commands</li> <li>● <i>Highlights High Five Bilingue</i> (In English &amp; Spanish)</li> <li>● Classroom based activities using technology tools</li> <li>● <i>The Library's Secret/ El secreto de la biblioteca</i></li> <li>● <i>Scholastic Explora tu mundo</i></li> </ul>				
<b>Goals:</b>				
<b>Lesson Activities:</b>				
<p><u>Unit 2 (Trimester 2, 12 weeks)</u></p> <ul style="list-style-type: none"> <li>● <i>Los tres cerditos</i> puppet show</li> <li>● Commands and important phrases</li> <li>● Colors</li> <li>● Transportation</li> <li>● Salvador Dali and his art</li> <li>● City places</li> <li>● The city project</li> </ul> <p><b>*Details can be viewed in Student's workbook</b></p>			<ul style="list-style-type: none"> <li>● Students can follow and give instructions for classroom behaviors and procedures. (Follow the Leader Game)</li> <li>● Ask and answer some memorized questions</li> <li>● Tell the mode of transportation used to get to a location</li> <li>● Name places in a city</li> <li>● Describe a building using colors</li> <li>● Gain a familiarity with the Spanish Culture</li> <li>● Use Rockalingua as appropriate</li> </ul>	



# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

#### New Jersey Student Learning Standards and Descriptors:

[New Jersey Student Learning Standards for World Languages Standard 7.1](#) World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

#### **CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

#### **CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode**

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing

#### [New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 3](#)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### [New Jersey Student Learning Standards for Social Studies](#)

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

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

**New Jersey Student Learning Standards for Visual and Performing Arts**

- 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.
- 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
- 1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
- 1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
- 1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Unit Essential Questions & Enduring Understandings:	Student Vocabulary:	Lesson Learning Statement/Objectives:
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How can I better understand when I do not know everything I read and hear?</li> <li>● How does culture influence language?</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Basic vocabulary knowledge supports new second language learning.</li> <li>● Learning a new language is a developmental on-going process.</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Days of the week</li> <li>● Months of the year</li> <li>● Numbers: 1-50</li> <li>● Important phrases: ¿ Puedo ir al baño?, ¿Me presta un lápiz o un bolígrafo? Tengo una pregunta. ¿Cómo se dice? Yo necesito ayuda.</li> <li>● Commands: Silencio, por favor., Escuchen., Levántense., Dense la vuelta., Presten atención., Entreguen los papeles., Miren la pizarra., Hablen en español. , Trabajen con un compañero.</li> <li>● Polite phrases: Por favor, gracias, de nada, salud, con permiso, ¿Hay preguntas?, otra vez, en voz alta, no sé, dilo en español.</li> <li>● Colors (see unit 1)</li> <li>● Transporte: Ambulancia, taxi, moto, coche, avión, bici(cleta), helicóptero, tren, camión, barco, autobús</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will identify items after hearing the Spanish word (transportation, city places).</li> <li>2. Students will orally identify items in Spanish (transportation, family, city places)</li> <li>3. Students will use colors to describe objects.</li> <li>4. Students will respond to classroom commands and use important phrases.</li> </ol>

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

Interdisciplinary Concepts:	Assessment Strategies / Resources:	Assessments / Products:
<p>ELA- Students will listen and speak in Spanish about following directions, transportation and places in the city.</p> <p>Social Studies - Students can locate places on a city map.</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Graphic Organizers</li> <li>● Peer/Self Assessment</li> <li>● Think Pair Share</li> <li>● Question and answer (orally/written)</li> <li>● Performance tasks</li> <li>● Complete written worksheet</li> <li>● Checklists</li> <li>● 4 corners</li> </ul>	<p><b>Summative:</b> Students will create and label a city using materials from Rockalingua.</p> <p><b>Benchmark:</b> Students will engage in a conversation with a partner during which each will share information and the partner will need to respond.</p> <p><b>Formative:</b> See Left.</p> <p><b>Alternative:</b> Students can create a video to share information about themselves and/or their families</p>

#### Technology Integration / Career and Workplace Skills:

#### ISTE Standards for Students

- 1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.

#### WIDA ELD Standards

*Social and Instructional Language:* ELD Standard 1

**Wayne Township Public School**  
**District Curriculum**  
**World Language: Grade 3**

**Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:**

**Modifications can be specific to the student's IEP if applicable.**

**Suggested modifications:**

- Personalized examples
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Dictated assessment
- Teacher modeling
- Choice to work with others or alone

**Gifted/Advanced Students:**

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Students will not have access to their notes during assessments and will be expected to also spell the words correctly.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

**Additional Differentiation Strategies:**

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

<b>Subject: World Languages-Spanish</b>	<b>Grade: 3</b>	<b>Unit: Celebrations and Culture</b>
<b>Trimester 3</b>	<b>Unit Time Frame: 12 weeks</b>	
<b>Instructional Materials:</b>		
<p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Wayne Township Public Schools 3-5 Spanish Website</a></li> <li>● "La Piñata Perfecta" by Kelli Kyle Dominguez</li> <li>● Spanish workbook</li> <li>● Songs and dances (days of the week; months of the year; Feliz cumpleaños)</li> <li>● <a href="#">Cumpleaños Feliz Video</a> (Cumpleaños Feliz)</li> <li>● <a href="#">Las Mañanitas Video</a></li> <li>● <a href="#">Wayne Township Public Schools 3-5 Spanish Website</a></li> <li>● <a href="#">Rockalingua.com</a>, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons</li> <li>● Books showing the culture and target vocabulary</li> <li>● <i>The dog who loved tortillas/ La perrita que le encantaban las tortillas</i></li> <li>● Songs in Spanish</li> <li>● Games (matching, memory, guessing, bingo)</li> <li>● Visuals for classroom actions and commands</li> <li>● <i>Highlights High Five Bilingue</i> (In English &amp; Spanish)</li> <li>● Classroom based activities using technology tools</li> <li>● <a href="#">How Maracas are Made</a></li> </ul>		
<b>Goals:</b>	<b>Lesson Activities:</b>	
<p><u>Unit 3 (Trimester 3, 12 weeks)</u></p> <ul style="list-style-type: none"> <li>● Spanish speaking countries</li> <li>● Spanish speaking countries project (muñecas)</li> <li>● Celebrations (cumpleaños-birthdays , cinco de mayo)</li> <li>● Cinco de mayo project (make maracas)</li> <li>● Career Day (professions)</li> <li>● Weather and calendar</li> <li>● Review (all topics)</li> </ul> <p><b>*Details can be viewed in Student's workbook</b></p>	<ul style="list-style-type: none"> <li>● Ask and respond to questions about personal information including the date of his/her birthday, age, the season in which it occurs, and typical weather conditions at that time of the year</li> <li>● Create maracas, a culturally authentic component of Mexican celebrations</li> <li>● Compare characteristics of traditional dress in Hispanic countries</li> <li>● Compare and contrast celebrations in Hispanic countries and in the United States (using books, songs and videos)</li> <li>● Use language to extend communication beyond isolated words to simple sentences</li> <li>● Identify sources of income in Spanish speaking countries</li> <li>● Create a budget for una fiesta de cumpleaños</li> <li>● Use Rockalingua as appropriate</li> </ul>	

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

#### **New Jersey Student Learning Standards and Descriptors:**

[New Jersey Student Learning Standards for World Languages Standard 7.1](#) All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **CPI #7.1A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

#### **CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

#### **CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode**

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

#### [New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 3](#)

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### [New Jersey Student Learning Standards for Social Studies](#)

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

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

#### [New Jersey Student Learning Standards for Visual and Performing Arts](#)

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Pr5a: Prepare and present artwork safely and effectively

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

[New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills](#)

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

<b>Unit Essential Questions &amp; Enduring Understandings:</b>	<b>Student Vocabulary:</b>	<b>Lesson Learning Statement/Objectives:</b>
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How are parties/celebrations/personal milestones with my family different from that of a student from a Spanish-speaking country?</li> <li>● How many of the words that I hear and see do I need to know?</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Different cultures can have their own celebrations and some celebrations have different customs.</li> <li>● Communication is one way to learn about a culture.</li> <li>● Learning about different cultural perspectives helps to foster respect.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Celebratory terms, including: cumpleaños, feliz, bizcocho, torta, fiesta, globo, regalo, velitas, tarjeta, amigos</li> <li>● Tengo ____ años.</li> <li>● Numbers 1-50</li> <li>● Money : dólar, centavos, cuesta,</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will say and write the date and their birthdate in Spanish, as well as name the days of the week and months of the year.</li> <li>2. Students will be able to describe weather and identify the season.</li> <li>3. Students will identify the similarities and differences between Hispanic celebrations and their own as it relates to culture.</li> <li>4. Students will be able to use and interpret gestures, rephrasing, and body language to understand and respond to spoken Spanish.</li> </ol>

# Wayne Township Public School

## District Curriculum

### World Language: Grade 3

Interdisciplinary Concepts:	Assessment Strategies / Resources:	Assessment Evidence:
<p>ELA- Students will use adjectives to identify characteristics and traits.</p> <p>Social Studies - Students will identify and begin to appreciate cultural similarities and differences.</p> <p>Math - Students will identify and apply Spanish terms for numbers, dates and money.</p> <p>Art-Students will decorate maracas to learn about authentic cultural musical instruments from Mexico.</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Graphic Organizers</li> <li>● Peer/Self Assessment</li> <li>● Think Pair Share</li> <li>● Question and answer (orally/written)</li> <li>● Performance tasks</li> <li>● Complete written worksheet</li> <li>● Checklists</li> <li>● 4 corners</li> </ul>	<p><b>Summative:</b> Plan and create a mueñca and describe in the target language, using digital resources in planning and appropriate vocabulary in execution.</p> <p><b>Benchmark:</b> Students will recite and recall celebratory terms , the date, and their birth date</p> <p><b>Formative:</b> (See Left)</p> <p><b>Alternative:</b> Make a list of things you will need to plan a cinco de mayo party and present to the class.</p>

#### Technology Integration / Career and Workplace Skills:

##### ISTE Standards for Students

- 1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

##### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP2. Attend to financial well-being
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

##### New Jersey Student Learning Standards for Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

##### WIDA ELD Standards

*Social and Instructional Language:* ELD Standard 1  
*The Language of Social Studies:* ELD Standard 5



**Wayne Township Public School**  
**District Curriculum**  
**World Language: Grade 3**

**Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:**

**Modifications can be specific to the student's IEP if applicable.**

**Suggested modifications:**

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Dictated assessment
- Teacher modeling
- Choice to work with others or alone

**Gifted/Advanced Students:**

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Students will not have access to their notes during assessments and will be expected to also spell the words correctly.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

**Additional Differentiation Strategies:**

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)