

Winslow Township School District
Lower Elementary Spanish Grade 3:

Overview: In third grade students continue with the Spanish alphabet and sounds. During this year of instruction, reinforcement of prior knowledge of learned skills and vocabulary will help bridge what students will be introduced at the next level. Skills include: listening, speaking, reading and writing. Writing assignments focus on copying words and phrases or use of a word bank with correct spelling, punctuation word order and capitalization. Students are introduced to the Spanish speaking world and the culture, customs and traditions of its inhabitants. Vocabulary includes: additional greetings and goodbyes, polite expressions, commands, classroom objects, items in the backpack, colors, animals, numbers, days, weather, seasons, and parts of the body, clothing, family members, personal adjectives, and food. Culture includes Picasso and Cubism, The Days of the Dead, Christmas in Puerto Rico, and Cinco de Mayo.

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

All lessons are differentiated to accommodate classified, ESL, and advanced students. Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

Career Readiness: Applicable career options are discussed as they arise throughout the world language programs. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, media, and medicine.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 1:</p> <p>September- Greetings and Conversation Spanish Names Alphabet Review Classroom Commands Classroom Supplies Culture: Velasquez Portraits</p>	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NM.IPERS.5 7.1.NM.IPERS.1 7.1.NM.PRSNT.4 WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will greet another student names in Spanish, exchange, ask where each other live, say goodbye, nice to meet you and ask where they are from. • Given the letters A - Z students will pronounce their names and sounds. • Students will write a four Spanish sentence paragraph “¡Hola! Me llamo ____.” correct word order, spelling and punctuation. • Students will acquire an understanding of simple classroom commands which include taking out supplies, by responding correctly. • Students will learn about the “Velasquez” portraits and how they reflect the artist’s personality. 	<ul style="list-style-type: none"> • How are the sounds of the Spanish alphabet and words different and similar to English? • How does one greet someone and ask where they live and where they are from? • Who is Velasquez and what do his portraits look like?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • Words in Spanish and English have similarities and differences. • The ability to communicate in another language helps me build a better understanding my own. • The ability to communicate in culturally appropriate ways assist in being able to properly initiate an introduction in the target language. • Language connects people and learning another language will open the door to new traditions, art and celebrations. 		

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Curriculum Grade 3 Unit 1	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.5	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	2	
	Assessment, Re-teach and Extension		2	

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Lower Elementary Spanish Grade 3:**

Unit 1 Grade 3		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 1 Grade 3

Assessment Plan

- Formative testing for class participation in activities.
- Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues.
- Warm-up Activities
- Teacher Observation
- Listening Activities

Alternative Assessments:

- Web Quests
- Group Dialogues
- Students will present puppet shows in which the target questions are asked and answered.
Differentiation: Students present a modified skit asking name and feelings.
- Students will create a self-portrait that reflects their personality as portrayed in many of Velasquez’s self-portraits and present a self-description in the target language.

Resources

- Think Spanish! an educational neurology based book for students scope and sequence.
- Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration,
- Internet Access for research and images of the Velasquez portraits, authentic documents and material.
- Multimedia Resources
- Vocabulary: ¿Ytú? Mal Así, así (Regular)
¿Hablas español? Sí, hablo español. ¡Hasta mañana! Mucho gusto. El gusto es mio.
¿Dónde vives? Vivo en _____. Soy de _____.

Activities

- Students will practice greeting each other and, asking the person's name, how they are feeling, where they are from and where they live and present the conversation to the class.
- Students will spell simple syllables and words using A - Z using white boards and by playing a game such as "Sparkle."
- Students will write a four-sentence paragraph in which they say their name, where they are from, where they live
- Students will respond to spoken commands by the instruction in TPRS activities such as “Simón Dice.”
- Students will create a self-portrait that reflects their personality as portrayed in many of Velasquez’s self-portraits.

Winslow Township School District
Lower Elementary Spanish Grade 3:

Instructional Best Practices and Exemplars

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 3:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

Winslow Township School District
Lower Elementary Spanish Grade 3:

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 3:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text..
- RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

***Art:**

- 1.2.2.A.2** Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoGL.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one’s own work to add additional features or create a new program.

**Winslow Township School District
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Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 2:</p> <p>October: Language: Alphabet A - Z and consonant vowels</p> <p>School supplies and Classroom objects</p> <p>Polite expressions</p> <p>Colors</p> <p>Hispanic Heritage Month/Day of the Dead</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will sing, write and pronounce the letters A- Z with vowels and consonant blends • Students will identify objects in the classroom and school supplies and state preferences. • Students will identify colors and use them to describe objects in speech and writing. • Given a selection of target supplies, students will be able to say that they have an item or do not and ask if someone does. • Students will use polite expressions appropriately in social interactions. • After seeing an internet video or pictures of the event of Day of the Dead, students will be able to sequence the events of the holiday. 	<ul style="list-style-type: none"> • How does one ask for items they need in the classroom in Spanish? • How does one describe these and other objects in the classroom using colors in Spanish? • What are the Days of the Dead in Mexico? • What can we learn about Hispanic culture from the events, beliefs and activities of this holiday?
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • Words in Spanish and English have similarities and differences. • The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. • Language connects people and learning another language will open the door to a new culture. Language and culture are inextricably linked. • Language connects people and learning another language will open the door to a new traditions and celebrations. 	<ul style="list-style-type: none"> • How are Halloween and the Days of the Dead similar and different? 	

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Curriculum Grade 3 Unit 2	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

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Unit 2 Grade 3		
Core Idea	Indicator #	Performance Expectations
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Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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Unit 2 Grade 3	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Benchmark-Speaking: Students answer 5 questions in an introductory conversation. • Writing: Students complete a descriptive paragraph substituting words for pictures using a word bank. • Reading: Students read a story about a girl and her pet and answer English questions in Spanish about it. • Listening: Students listen to selected vowels and consonants and write them. • Culture: Students answer English questions about cultural topics previously studied. • Speaking: Answer the questions: ¿Cómo te llamas? ¿Qué día es hoy? ¿Qué hay en tu mochila? and ¿De qué color es tu lápiz? • Writing: Complete the statement: Me llamo _____. En mi mochila tengo/hay _____. Yo hablo _____. Yo estoy Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Students will draw and label a classroom with 6 objects and their colors with utilization of a specific word bank.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Internet access for Day of the Dead cultural topics and for pictures of the holiday. Handouts of backpacks, sugar skulls and skeletons. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: engrapadora, cinta, carpeta, No hay de que, merienda 	<ul style="list-style-type: none"> • Students will be given a list of all consonant blends in Spanish and practice and practice saying and writing words with each vowel in them and syllable. • Students will ask and answer questions about which supplies they prefer to use or which item or color of an item they prefer when given choices. • Students will practice colors by playing games such as I Spy and Tócalo. • Students will draw or be given a drawing of a backpack with 5 items in it and use it to ask and ¿Tienes un(a) _____ ? • with a partner • Students will practice polite expressions by demonstrating situations for the class in which they are used and by doing a multiple choice sheet which gives situations and choices of things to say in each. • After seeing a video of the Days of the Dead, students are given a scrambled list of the events and a list of sequencing words. Students write a paragraph by combining the lists to make sentences and writing them in the proper order.

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Instructional Best Practices and Exemplars

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

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- Leveled texts/Vocabulary Readers
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- Extended time as needed
- Read directions aloud
- Assist with organization
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- Recognize success
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Lower Elementary Spanish Grade 3:

Interdisciplinary Connections

- *ELA:**
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 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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 - RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
 - SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 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.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 3:</u></p> <p>November- Farm Animals</p> <p>Numbers 1– 20</p> <p>Weather, months, and seasons</p> <p>Thanksgiving food words</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will name farm animals frequently found in this country and Latin America. ● Students will count up to 20 objects and do simple addition and subtraction with them. ● Students will say and sing the months and identify them out of order. ● Students will identify and categorize Thanksgiving foods. 	<ul style="list-style-type: none"> ● Which animals which are commonly found on farms in the United States and in Spanish-speaking countries? ● How does weather change for each month? ● How can we count and use the numbers 1 - 15 in various social situations?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Conventions and phonetics for communication are the structure upon which a language is built and expressed. ● The calendar in Spanish and English has similarities and differences. ● The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. ● Language connects people and learning another language will open the door to a new culture and the foods associated with celebration. ● Weather and seasons are both alike and different in Spanish-speaking countries from our own. 		<ul style="list-style-type: none"> ● How is the Spanish calendar like and unlike ours? (Days of the Week & Months) ● Which Thanksgiving foods are indigenous to the New World?

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Curriculum Grade 3 Unit 3	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	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.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 3 Grade 3		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 3 Grade 3	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Summative evaluation of recognition of the calendar vocabulary. • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Verbal response Q & A • Working in pairs, students will draw and label a farm. • Students are to create a three-course menu of their favorite Thanksgiving Day foods.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? Cambia, Concentration • Vocabulary: Numbers 1-20, la granja, la vaca, el toro, el burro, la llama, el cerdo, la gallina, el gallo, la cabra, el caballo, la carne, los legumbres/vegetales, el pan, las bebidas, los postres 	<ul style="list-style-type: none"> • Students play charades, the spinner game and/or matamoscas with farm animals. • Students count to 20, put the written numbers in order, tell what comes before and after. • Students match the months with weather and seasons tell their favorites by making a chart. Differentiation: students draw a picture for the weather in each season given in Spanish. • Students sing the months of the year song. • Given categories such as meat, vegetables, dessert etc. and a word bank, students make a Thanksgiving Day menu for a restaurant of their choice.

Winslow Township School District
Lower Elementary Spanish Grade 3:

Instructional Best Practices and Exemplars

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 3:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 3:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

***Math:**

- 2.OA.B.2.** Fluently add and subtract within 20 using mental strategies. (Recall prior knowledge of Grade 2, know from memory all sums of two one-digit numbers.)
- 2.OA.C.4.** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends (Reinforce grade 2 Benchmark through the target language.)

***Science:**

- 3-LS4-3.** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 3-LS4-4.** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 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.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 4:</p> <p>December and January-</p> <p>Introduction of numbers to 50</p> <p>Christmas in Puerto Rico</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will recognize the words for the months in Spanish and put them in order. • Students will read a paragraph which deals with descriptions of months and answer short- answer questions about it. • Students will to count to 50 by ones and tens, to identify the number words when given a numeral and to answer questions using numbers. • Students will demonstrate the ability to compare Christmas traditions in Spain, Mexico and Puerto Rico. 	<ul style="list-style-type: none"> • How are the Christmas celebrations in Puerto Rico different from those in Spain, as well as the United States? • How do the months differ in seasons, holidays, weather and activities?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • The calendar in Spanish and English have similarities and differences. • Language connects people and learning another language will open the door to a new culture, celebrations, and traditions. • Language and culture are inextricably linked. 		

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Curriculum Grade 3 Unit 4	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 4 Grade 3		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 4 Grade 3	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of numbers to 50 and definite articles with words ending in o and a. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Benchmark-Speaking: Answer verbally 5 questions about topics covered in second grade. • Writing: Using a word bank and picture cues, complete a cloze activity by filling in the blanks of a paragraph which describes the rainforest. • Listening: After listening to a paragraph about how Juan is feeling, students answer 4 multiple choice questions about his condition. • Culture: Using a multiple choice format, students choose the best answers to complete sentences in a description of why the rainforest is important to us • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will create a calendar of their favorite month a present orally why it is their favorite in the target language.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: Numbers 1 – 50; 12 Months, Seasons, Weather Expressions • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es?, Cambia, Concentration 	<ul style="list-style-type: none"> • Students will sing and say the months in order. • Students will be provided word banks of holidays, weather and seasons and categorize the months. • Students will read paragraphs which describe certain months, their weather, season and holidays and answer multiple choice, short answer or true/false questions about them. • Students will ask each other what their favorite month is and why. • Students will practice counting to 50 by ones, fives and tens, doing simple addition and subtraction in which number words are used instead of numerals, and to answer questions such as age, dates, cost and quantity. • Students will watch an internet video on Christmas in Puerto Rico and compare the foods and traditions with those of Spain and Mexico by making a Venn diagram or a similar graphic organizer.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Instructional Best Practices and Exemplars

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 3:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

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- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 3:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
 - RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 - RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
 - RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- *Math:**
- 2.NBT.A.2.** Count within 1000; skip-count by 5s, 10s, and 100s. (Recalling prior knowledge of Grade 2)
 - 2.NBT.B.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Recalling prior knowledge of Grade 2)

- *Social Studies:**
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
 - 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
 - 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.
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 - 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
 - 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
 - 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 5:</p> <p>February- Parts of the Body</p> <p>Interrogative Words</p> <p>Valentine's Day St. George's Day</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will identify and indicate what part of the body is hurting. • Students will understand the meaning of interrogatives to answer questions about the body including numbers of things, clothing worn on them and actions associated with short answers in Spanish or English. • Students will understand and use of Valentines related words. 	<ul style="list-style-type: none"> • What parts of the body are used to do certain actions such as writing, walking, etc.? • Is Valentine's Day celebrated in Spanish-speaking countries?
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Learning to effectively communicate personal preferences and needs will enable me express how I feel in the target language. • Culture and heritage are celebrated similarly in both the United States and Spanish-speaking countries. 		

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Curriculum Grade 3 Unit 5	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	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.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 5 Grade 3		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 5 Grade 3	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students perform skit in which one by one they go to the "Enfermera" at school for aches in various part of the body. In each case the nurse gives them a Band-Aid. • Students draw a person or animal on a white board as described by the teacher which has unusual numbers of parts of the body. (Clothing can be included.)
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access to research the various way in which “El Día de San Valentín” is celebrated. • Vocabulary: Parts of the body presented in first and second grades, La garganta, el óido , con cariño, amor, amistad, Feliz Día de San Valentín, besos, abrazos el amor, Te amo, Besos Abrazos, Sea mi Valentín • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? Cambia, Concentration 	<ul style="list-style-type: none"> • Students will play BRAVO, the spinner game and/or matamoscas with the parts of the body. • Students will play concentration with parts of the body, numbers and clothing. • Students will answer verbally and in writing using a word bank, questions about the parts of the body and the clothes that cover them. • Students will make Valentines using a word bank of words and phrases.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 3:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 3:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
 - RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 - RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
 - RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
 - SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 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.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoGL.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 6:</u></p> <p>March- Clothing Sports St. Patrick's Day</p>	<p>7.1.NM.IPRET.3 7.1.NM.IPRET.2 7.1.NM.IPERS.5 7.1.NM.IPERS.1 7.1.NM.PRSNT.3 WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify and describe clothing using colors and other adjectives. ● Students will identify and describe sports based pictures and actions. ● Students will express preferences of sports and clothing. ● Students will correctly pronounce and identify words and pictures related to Saint Patrick’s Day. 	<ul style="list-style-type: none"> ● How are sports important in our culture and that of Spanish speaking-countries? ● Is St. Patrick’s Day celebrated in Spanish-speaking countries?
<p><i>Unit 6: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Being able to describe what I am wearing to a sporting event will increase my ability to convey what team I support in the target language. ● Learning to effectively communicate personal preferences and wants in the target language will enable me to express what I like to wear. ● Language learning connects people and opens the door to learning about a rich culture and history. ● Sports played in Spanish speaking countries and in the United States have similarities and differences. 		

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Curriculum Grade 3 Unit 6	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	12
	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.	2	
	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.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 6 Grade 3		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 6 Grade 3	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will complete the statements: “En _____ (season) yo llevo (I wear) _____.”, and “Cuando (weather expression) _____ yo llevo _____.” This activity will be both in written and spoken communication. • Students will present a brief presentation what they wear for their favorite sport with description and the season it is played in.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access to show images and video clips about “El Día de San Patricio.” • Vocabulary: Los deportes, béisbol, futbol/americano, volibol, baloncesto, el equipo, el uniforme, los colores, las zapatillas, las espinilleras, Yo llevo____., Mi deporte favorito es _____. • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? 	<ul style="list-style-type: none"> • Students choose a season and colors appropriate for it and design 5 male or female outfits using them. They write a 5 sentence paragraph which describes each outfit. • Given pictures of sporting events or equipment, (preferably PowerPoint), students will describe each one in a complete sentence using shape, colors and sports vocabulary word banks. They will present them to the class. • Given 3 choices of clothing or sports, (differentiation: sentences or pictures) students will say which one they prefer. • Students are given a picture of a leprechaun in which the body is an oval and they add the clothing and/or sporting scene items and background. They write, "My leprechaun is wearing _____. He is playing _____."

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Instructional Best Practices and Exemplars

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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**Winslow Township School District
Lower Elementary Spanish Grade 3:**

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Winslow Township School District
Lower Elementary Spanish Grade 3:

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**Winslow Township School District
Lower Elementary Spanish Grade 3:**

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 - W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
 - SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- *Art:**
- 1.2.2.A.2** Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

- *Science:**
- K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.

- *Social Studies:**
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
 - 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
 - 6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
 - 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
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Integration of Computer Science and Design Thinking NJSLS 8

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Lower Elementary Spanish Grade 3:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 7:</p> <p>April- Family Members</p> <p>Adjectives to describe people</p> <p>Telling age to 50</p> <p>Earth Day</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify and describe a father, mother, sister, brother, grandparent and one other family member. ● Students will describe the family in the painting “The Family” by Antonio Botero; utilizing personal adjectives and clothing words. ● Students will become familiar with vocabulary and terms to discuss recycling and saving the planet in the target language. 	<ul style="list-style-type: none"> ● How do people differ in appearance and personality? ● How can we recycle, reuse and reduce? ● How are families similar and different throughout various cultures?
<p><i>Unit 7: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate in the target language about others and myself connects me to new friends in my age group. ● Earth Day in Spanish speaking countries and in the United States have similarities and differences in the way in which it is celebrated. ● Family dynamics can be dependent upon culture and differ from our family structures in the United States. ● Different countries have different methods of recycling. 		

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Curriculum Grade 3 Unit 7	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	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.	2	
	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.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 7 Grade 3		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 7 Grade 3	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will choose any kind of 5 member family of people, animal or cartoon characters to create a family tree and give a brief presentation on their relationship to them. • Students are to create an “Earth Day Poster.” Students will label the pictures and write "Sálve la Tierra."
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Vocabulary: Recall of prior family vocabulary plus sobrino(a), bisabuelo(a), bebé, alto, corto • Games for family members and personal adjectives: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO. 	<ul style="list-style-type: none"> • Working in groups of six, students will write out a description of a family member beginning with I am the _____. I am (with 3 adjectives in the target language.) Students will present them in front of the class. • Given a copy of the Botero painting, "The Family," students will write a 5 sentence description of the family members and cat. • Listening: When given family vocabulary spoken one syllable at a time, students will write each syllable and then combine them to make the word using a word bank. • Students will learn and use recycling vocabulary to make a sign to post in their homes and school to encourage people to recycle.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Instructional Best Practices and Exemplars

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 3:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 3:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
 - RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 - RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
 - RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
 - SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- *Art:**
- 1.2.2.A.2** Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

- *Social Studies:**
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
 - 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
 - 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.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
 - 6.1.5.GeoGL.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
 - 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
 - 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 8:</u></p> <p>May and June:</p> <p>Food</p> <p>Desserts</p> <p>Review of previously taught vocabulary</p> <p>Cinco de Mayo</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will describe one or more desserts from the Spanish speaking country of their choice based on a list of choices. ● Students will recall learned vocabulary to rehearse it for retention. ● Students will share their favorite aspect of the Cinco de mayo celebration verbally with the class 	<ul style="list-style-type: none"> ● What desserts can be considered healthy choices? ● What foods are commonly served during Cinco de Mayo celebrations?
<p><i>Unit 8: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Culture can influence the foods in which we eat and enjoy for dessert. ● Desserts in Spanish-speaking countries and the United States have similarities and differences. ● Food and beverages are like learning a language and have the ability to connect each other throughout various cultures. ● Language learning connects people and opens the door to learning about a rich culture and history. ● Cultural celebrations in Spanish speaking countries and in the United States have similarities and differences. 	<ul style="list-style-type: none"> ● What are some typical Spanish desserts and how do they compare to what is standard in the United States? 	

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Curriculum Grade 3 Unit 8	Standards		Pacing	
			Days	Unit Days
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	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 8 Grade 3		
Core Idea	Indicator #	Performance Expectations
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**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Unit 8 Grade 3	
Assessment Plan	
<ul style="list-style-type: none"> • Warm-up Activities • Teacher Observation • Benchmark assessment: <ul style="list-style-type: none"> *Speaking: Students give three words for items in a selected topic. They say a sentence describing one of them. *Writing: Students draw and label 5 foods for family members and write on descriptive sentence for each. *Reading: Students read a paragraph about a boy in Puerto Rico and answer five short- answer questions about it. 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will draw a picture of a healthy dessert and label it in the target language. • Students create and perform a skit about eating at home with family or friends.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access for research and video clips of “Cinco de Mayo” • Vocabulary: Rico, Dulce, Magnífico, Increíble, Sabroso • Games for food vocabulary: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO. 	<ul style="list-style-type: none"> • Given a list of desserts from Spain, Mexico, Puerto Rico and other Latino countries, students will research one on the internet and describe it in using target vocabulary. They will copy the recipe from the internet site and combine them to create a class cookbook. • Students will play games with vocabulary from September to June such as ¡Lo Tengo! Around the World, The Ladder Game, The Bubbles Game, BRAVO, Matamoscas, The Spinner Game and others. • After listening to the book, Cinco de Mayo, by Katie Torpie, be read to the class and pictures shared on the Elmo, students will share their favorite aspect of this celebration with the class.

**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

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Lower Elementary Spanish Grade 3:

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Lower Elementary Spanish Grade 3:**

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**Winslow Township School District
Lower Elementary Spanish Grade 3:**

English Language Learners	Modifications for Gifted Students
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**Winslow Township School District
Lower Elementary Spanish Grade 3:**

Interdisciplinary Connections

***ELA:**

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- W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

***Health:**

- 2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
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Integration of Computer Science and Design Thinking NJSL 8

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- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.