

Clinton-Glen Gardner School District



Curriculum Management System

World Language: Spanish

Grade: 3

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

World Language: Spanish

Scope and Sequence

Grade 3	
<p>Topic: ¡Hola! ¿Cómo te llamas?</p> <p>I. Basic introductions, greetings and goodbyes.</p> <ol style="list-style-type: none"> a. Asking and telling name in complete sentences b. Paired dialogues c. Greetings and leave-takings 	<p>Topic: ¿Cuándo es tu cumpleaños?</p> <p>II. Participate in a culturally authentic birthday celebration as they learn about the calendar.</p> <ol style="list-style-type: none"> a. Learn the days of the week, months and numbers to 31 b. Ask and tell the date of their birthday. c. Parts of a birthday celebration. d. Recognize the months that go with each season and appropriate activities
<p>Topic: ¡Mi casa es tu casa!</p> <p>III. Recognize the parts of the house, inside and out, and items found within.</p> <ol style="list-style-type: none"> a. Outside of house b. Inside of house c. Types of houses d. Objects found in rooms 	

<p>21st Century Skills (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business & Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy
<p>Differentiation: Refer to CPS 3-5 Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 World Language	Topic: ¡Hola! ¿Cómo te llamas?	
		Goal 1: The student will be able to participate in paired dialogues featuring the asking and telling of their name, greetings and leave-takings.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
September / about 7 classes	<p>1.1. Ask and tell their name in a complete sentence. (7.1.NM.B.3)</p> <p>1.2. Write their name in a complete sentence. (7.1.NM.C.3, 7.1.NM.C.4)</p> <p>1.3. Give an appropriate response to a random greeting, leave-taking or question. (7.1.NM.A.5, 7.1.NM.B.3, 7.1.NM.B.4)</p> <p>1.4. Put a dialogue in order so that it makes sense. (7.1.NM.B.1)</p> <p>1.5. Perform a dialogue with a partner. (7.1.NM.A.2, 7.1.NM. B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2)</p> <p>1.6. Apply critical thinking and problem-solving skills in classroom and family settings.</p>	<p>Essential Questions: ¿Cómo te llamas?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p>	<p>Learning Activities: Games: Flyswatter, Pasa la pelota Name Tags Group brainstorm Matching games Presentation</p> <p>Assessment Models: Can students introduce themselves in a complete sentence both orally and in written form? Can student ask the name of another student? Can student respond appropriately when asked a question, given a greeting or given a goodbye? Can student assemble dialogue in order so that it makes sense? Can student perform dialogue with partner, using appropriate and culturally authentic body language?</p> <p>Additional Resources: Digital recordings of previous years’ dialogues</p>

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	<p>(9.1.4.A.5)</p> <p>1.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>1.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>1.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.11. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p>		

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		Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.12. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1) 1.13. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 1.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: ¿Cuándo es tu cumpleaños?	
	Subject/Grade Level: Grade 3 World Language	Goal 2: The student will be able to learn the days of the week, months and numbers to 31 and the 4 seasons as they participate in a culturally authentic birthday celebration.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
October through January / about 23 classes	<p>2.1. Sing a song about the months of the year as they do an authentic dance. (7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.C.2)</p> <p>2.2. Identify the months of the year out of order. (7.1.NM.A.4, 7.1.NM.B.4)</p> <p>2.3. Identify month based on common activities. (7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.2)</p> <p>2.4. Write the correct Spanish month when given the English. (7.1.NM.C.3)</p> <p>2.5. Sing a song about the days of the week. (7.1.NM.A.4, 7.1.NM.C.2)</p> <p>2.6. Ask and tell the date of their birthday and their age in complete sentences. (7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5)</p>	<p>Essential Questions: ¿Cuándo es tu cumpleaños? ¿Qué mes es? ¿Qué día es hoy? ¿Cómo va una fiesta de cumpleaños? ¿Quién tiene el cumpleaños el dos de mayo? ¿Cuántos años tienes? ¿Cuántos cumpleaños hay en la primavera? ¿En qué estación es tu cumpleaños?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>What is perceived as “basic needs” varies among and within cultures.</p>	<p>Learning Activities: Song/dance—the Macarena Games- Charades, Flyswatter, Baloncesto, Pasa la Pelota, Number game (Interdisciplinary), Persona Mecánica, Matching, 7-Up Shared speaking activities Worksheets Song—Hay siete días de la semana, Cumpleaños Feliz; Las estaciones conga Videos Gouin series of birthday party (“Let’s Celebrate Birthdays!”) Personal books Birthday cards Human graphing (Interdisciplinary)</p> <p>Assessment Models: Can the student sing and dance to song(s)? Can the student identify months/days out of order? Can the student identify the month based on the activity shown? Can student write the correct month when given the English word? Can student ask and tell their birthday and their age? Can student recognize and recite numbers to 31 in and out of order?</p>

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: ¿Cuándo es tu cumpleaños?	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.7. Recognize and recite numbers to 31 in order. (7.1.NM.A.5, 7.1.NM.B.3, 7.1.NM.B.4)</p> <p>2.8. Recognize numbers to 31 out of order. (7.1.NM.A.4)</p> <p>2.9. Command and respond to commands. (7.1.NM.A.2, 7.1.NM.B.4)</p> <p>2.10. Understand key words in a story about piñatas and birthday parties while comparing to celebrations in the US. (7.1.NM.A.4)</p> <p>2.11. Act out and narrate an authentic birthday celebration using appropriate TPR. (7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.C.2, 7.1.B.2, 7.1.NM.C.3)</p> <p>2.12. Decorate an authentic piñata.</p> <p>2.13. Write steps of birthday party and assembling book in order.</p>	<p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.</p>	<p>Can student give and respond to commands?</p> <p>Can student understand story and compare to celebrations in the US?</p> <p>Can student narrate and act out a birthday party?</p> <p>Can student write steps of birthday party in order?</p> <p>Can student write and decorate a culturally authentic birthday card?</p> <p>Can student sing a song about the seasons and do a culturally authentic dance?</p> <p>Can student act out/recognize a season and say in a complete sentence?</p> <p>Can student recognize season via listening comprehension quiz?</p> <p>Can student organize months based on season?</p> <p>Can student tell in which season their birthday falls?</p> <p>Can student write and illustrate a book about seasons?</p> <p>Additional Resources: Video – Calendar (Teachers’ Discovery) Photographs of authentic piñatas from Mexico Piñata kit (Teachers’ Discovery) Book—<u>El Piñatero</u>—George Acuna Gouin series of birthday party (“Let’s Celebrate Birthdays!”) Original Powerpoint and Notebook files: “La fiesta de cumpleaños”</p>

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	(7.1.NM.C.3, 7.1.NM.C.5) 2.14. Write and decorate a culturally authentic birthday card. (7.1.NM.C.3, 7.1.NM.C.4) 2.15. Sing a song about the seasons and do a culturally authentic dance. (7.1.NM.C.2) 2.16. Act out, recognize and say the name of a season in a complete sentence. (7.1.NM.C.2) 2.17. Identify the season via listening comprehension and writing in complete sentences. (7.1.NM.C.3) 2.18. Match the month to the correct season. (7.1.NM.A.4) 2.19. Say in which season their birthday falls. (7.1.NM.A.4) 2.20. Graph the birthdays of the class			

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		Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>by season. (7.1.NM.C.4)</p> <p>2.21. Write and illustrate a personal book on the seasons. (7.1.NM.C.3)</p> <p>2.22. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>2.23. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.24. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.25. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

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	Essential Questions, Conceptual Understandings		
	2.26. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 2.27. Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3) 2.28. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1) 2.29. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 2.30. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

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Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 3 World Language	Topic: ¡Mi casa es tu casa! Goal 3: The student will be able to recognize the parts of the house, inside and out, and items found within.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
February through May / about 23 classes	3.1. Identify and describe the outside of a house and use appropriate TPR (7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.C.2) 3.2. Identify and label rooms of a house. (7.1.NM.A.4, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.C.2) 3.3. Identify and label objects commonly found in each room of house. (7.1.NM.A.4, 7.1.NM.C.2) 3.4. Describe their home. (7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5) 3.5. Compare a typical home in New Jersey to a typical Latin American home. (7.1.NM.B.5) 3.6. Understand the meaning and significance of the saying “Mi casa es tu casa.” (7.1.NM.A.3, 7.1.NM.B.4)	Essential Questions: ¿De qué color es la ventana/la puerta/la chimenea/el techo? ¿De qué color es la casa? ¿Dónde está el techo? ¿Dónde está Oscar? ¿Dónde debe estar el sofa? Conceptual Understandings: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. Many products and practices related to home and community are shared across cultures; others are culture-specific. What is perceived as “basic needs” varies among and within cultures.	Learning Activities: Matching activities—House drawings; Smartboard Video—La casa (Teachers’ Discovery) Labeling worksheets and original house drawings (Interdisciplinary) Games—Flyswatter, 7-Up, Eggspert ¿Dónde vive Gualdo? En la vecindad Mi casa es tu casa Detective Assessment Models: Can student describe the color of their house using correct noun/adjective agreement in both written and spoken form? Can student sing color song with appropriate TPR? Can student identify and label 4 parts of the outside of a house? Can student read, ask and tell the color of parts of the house using noun/adjective agreement? Can student identify and label 5 rooms of a house? Additional Resources: Smart Board activity- La Casa Video- La Casa (Teachers’ Discovery)	

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	<p>3.7. Recall a song about colors and do the appropriate TPR for each color. (7.1.NM.C.2)</p> <p>3.8. Understand the concept of noun/adjective agreement via spoken exchanges. (7.1.NM.B.4)</p> <p>3.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.12. Demonstrate an awareness of</p>		

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	one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3) 3.13. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1) 3.14. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model