PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Spanish Curriculum

Grade 3: Unit Three

Title: My school

Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc…
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is divided into four units of study and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for Grade 3 consist of the following four thematic units of study:

Unit 1: Hello, it's me!
Unit 2: My family
Unit 3: My school
Unit 4: My activities

Pacing Chart – Unit 3			
#	**Student Learning Objective**	**CCSS**	9 weeks
1	Students demonstrate their knowledge of school subjects in Spanish.	**7.1.NM.B.3** **7.1.NM.C.3**	
2	Students demonstrate their knowledge of classroom objects.	**7.1.NM.A.1** **7.1.NM.A.2**	
3	Students demonstrate comprehension of simple oral and written questions pertaining to school and location.	**7.1.NM.B.3** **7.1.NM.C.2** **7.1.NM.A.4**	

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Effective Pedagogical Routines/Instructional Strategies	
Modeling	Writing to learn
Shared Read Alouds	Rereading & rewriting
Collaborative problem solving	Interviews
Model (I Do), Prompt (We Do), Check (You Do)	Gallery walks
Whole class discussions	Diagrams, charts and graphs
Storytelling	Flash cards
Role playing/Dramatization	Word Study Drills
Multiple Response Strategies	Note taking
Think Pair Share	Coaching
Turn and Talk	Reader's/Writer's Notebooks
Choral reading	Quick writes
Reading partners	Establishing text-based norms for discussions & writing
Charting	
Visuals	Establishing metacognitive reflection & articulation as a regular pattern in learning

Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

➢ **Technology Operations and Concepts**
  - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - Use a graphic organizer to organize information about a problem or issue.

➢ **Creativity and Innovation**
  - Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

➢ **Communication and Collaboration**
  - Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

➢ **Digital Citizenship**
  - Understand the need for and use of copyrights.
  - Analyze the resources citations in online materials for proper use.
  - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

➢ **Research and Information Literacy**
  - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

➢ **Critical Thinking, Problem Solving, Decision Making**
  - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Computer Skills

Basic Computer Skills	Programs

Basic Computer Skills

- Turn on the monitor

- Turn off the monitor

- Turn on the computer

- Turn off the computer

- Verbally identify computer parts:
    Computer
    Monitor
    Screen
    Keyboard
    Mouse
    Mouse pad

- Use the mouse

- Locate alphabet letters

Programs

- Kids Works Deluxe

- Microsoft Word

- Internet Explorer

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Color code materials

Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

Seeking to build each learner's capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments	***Suggested Formative/Summative Classroom Assessments***
• Star Early Literacy or STAR Reading (Students with CPL ≥3.5) • NJDOE Model Curriculum Unit Assessment (Students with CPL ≥3.5) • ESL Unit Level 1-2 Assessment (Students with CPL ≤3.4) • W-APT oral language proficiency test / ACCESS	Academic/Domain Specific Vocabulary Homework Accountable Talk Graphic Organizers Journals Projects Portfolio Observation Role Playing/Dramatization Journals Presentations (incorporating Web 2.0 tools) Student Conferencing

Enduring Understanding:

➢ Education is an essential necessity in society

➢ Education helps the progress of a country

➢ Education makes better citizens

Grade: 3	Unit: Three	Topic: My school
New Jersey Core Curriculum Content Standards (NJCCCS): **7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.3, 7.1.NM.C.2, 7.1.NM.C.3**		
ACTFL Modes of Communication: • Interpersonal • Interpretive • Presentational		

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Students demonstrate their knowledge of school subjects in Spanish.	• Why do I go to school? • Why is it important to go to school? • Why is it important to	**Personal Connections** Provide students with a blank web activity page. Students will write their favorite class in the middle	**Blank Web Activity sheets**	Primary school in Spain is referred to as "colegio".

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions. **7.1.NM.C.3** Copy/write words, phrases, or simple guided texts on familiar topics.	learn?	i.e. mi clase favorita: inglés. All around the web, students will write words that are connected to that class i.e. leer. **Image Identification** Provide images that correspond to school subjects. Students will label each image with its proper subject. i.e. Image of number = matemáticas.	**Images from the web** **Clip art** **Teacher created resources**	
SLO # 2 Students demonstrate their knowledge of classroom objects. **7.1.NM.A.1** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources	• What are the necessary items I need in class? • What do I need in my school bag?	**Una encuesta escolar** Students read "Una encuesta escolar". Teacher plays the CD track while students follow the text. Complete the missing words from activity on page 28. **Guess what it is!** Teacher describes an item and students guess what it is by writing it on their	**Avancemos 1** Lecturas para hispanohablantes 1ª, 1b, 1: pp 25-29 CD 1 of Lectura para hispanohablantes: Track 9 **Teacher sentences** **White Boards** **Markers**	Required courses in primary schools in Spain include: social studies, art education, physical education, the Spanish language and, if different, the official language of the Autonomous Community, foreign languages and math.

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
related to targeted themes. **7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		white board. i.e. Es una cosa que escribe … es un lápiz.		
SLO # 3 Students demonstrate comprehension of simple oral and written questions pertaining to school and location. **7.1.NM.B.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions. **7.1.NM.C.2** Imitate, recite, and/or	• How big is your school? • How many people work in your school? • What are the advantages/disadvantages of a large/small school?	**¿Qué lugar es?** Claudia is talking about various places in the school. Complete the sentences with the appropriate place words from Avancemos 1A page 125 # 2. **¿Dónde están?** Tell where the people are according to Pablo using the images from Avancemos 1A p. 129 # 6. **¿Qué es?** In pairs, students take turns	**¡Avancemos! 1A** Textbook: p. 125 # 2 **¡Avancemos! 1A** Textbook: p. 129 # 6 **Classroom objects**	Schooling in Spain is state funded and is compulsory between the ages of six years and sixteen, given that no courses are repeated.

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
dramatize simple poetry, rhymes, songs, and skits. **7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.		to give clues about objects in the classroom. He/she has to guess the object. i.e. Está encima del escritorio. Es el lápiz.		

Unit 3 Vocabulary			
Unidad 3: Vocabulario: My school			
Greetings / Los Saludos	**Introductions / Las Presentaciones**	**Expressions/Expresiones**	**Commands/Comandas**
Hola Buenos días Buenas tardes Adiós Chao Hasta luego Hasta mañana ¿Cómo estás? ¿Qué tal? ¿Qué pasa? Bien Muy bien Así así Mal Muy mal Gracias Por favor	Yo soy … ¿Cómo te llamas? Me llamo … ¿Quién es? Él es … Ella es … Un niño Una niña Mi amigo Mi amiga Mi profesora Señor Señora Señorita Un chico Una chica Un hombre Una mujer El maestro La maestra	Silencio, por favor Muy Bien Bien hecho Fantástico Lo puedes hacer Échale ganas ¿Cómo se dice? No entiendo ¿Y usted? ¿Y tú? Yo tengo clase de … Él tiene Ella tiene Yo soy … Él/Ella es … ¿Dónde está? Está … ¿Dónde están? Están … ¿A qué hora es …? A la (s) …/ La … ¿A qué hora son …?	Empecemos Escuchen Repitan Siéntate Siéntense Levántate Levántense Levanta la mano Levanten la mano Bajan la mano Vamos

Unit 3 Vocabulary

Unidad 3: Vocabulario: My school

Adjectives/ Los adjetivos	Classroom objects/ Los objetos de clase	School/ La escuela	Locations/ Locaciones
Bajo/ Baja Alto/ Alta Pequeño/ Pequeña Grande/ Grande Joven/ Joven Viejo/ Vieja Bonito/ Bonita Guapo/ Guapa Feo/ Fea Simpático/ Simpática Bueno/ Buena Malo/ Mala Generoso/ Generosa Estudioso/ Estudiosa Divertido/ Divertida Cómico/ Cómica Aburrido/ Aburrida Fácil Difícil Serio/ Seria Loco/ Loca Inteligente Interesante	El pizarrón La tiza El borrador El reloj El mapa El escritorio La silla El cuaderno El papel La pluma El lápiz El sacapuntas La calculadora La mochila La puerta La ventana El computador	El horario La clase La cafetería El gimnasio La biblioteca Los baños El pasillo La oficina del director **Las materias** El arte Las ciencias El español La historia El inglés Las matemáticas La ortografía	Al lado de Encima de Debajo de Cerca de A la derecho de A la izquierda de Entre

Unit Project (Choose 1)	
Project (Suggested)	**Project (Suggested)**
1. Design a post card to send to your pen pal in Puerto Rico. Describe your school day, classes you take and your favorite subject. Display postcards around the classroom. RUBRIC REQUIRED	2. Create a video of a tour of your school. Explain in your video the rooms you are visiting, and who the teacher is for that subject. RUBRIC REQUIRED