

Third Grade World Language Curriculum

Unit: Houses of Mexico		Time: September- November	Standards: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.C.1 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.2 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can name at least five rooms of the house.• I can name different parts of the house.• I can give location using the verb “estar.”• I can ask and answer questions about location within a house.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Name at least five rooms of the house.○ Name different parts of the house.○ Name at least one object from each room.○ Give location using the verb “estar.”○ Ask and answer questions about location within a house.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">• Smart board• Document camera• Vocabulary cards• Pencils• Construction paper

Third Grade World Language Curriculum

SUGGESTED ACTIVITIES

- Play “La Escondida” outside, if weather allows, following the guidelines (<http://www.authorstream.com/Presentation/malelalo-1582096-mo-jugar-la-escondida/>).
- Recall the rooms of the house learned in 1st grade.
- Play various vocabulary games to introduce new vocabulary.
- Introduce the verb “estar” to show location.
- Practice questions and answers with pictures of objects found in the house, by placing them on an image of a floor plan. (E.g. ¿Dónde está la cama? Está en el dormitorio.)
- Play charades and let the students mime actions for each room. Encourage them to guess by telling the person where he/she is pretending to be. (E.g. Marisol está en la cocina.)
- Create a floor plan and have the students place images of their classmates or other children on the floor plan. Each student will write 5 sentences about the location of each of the 5 children.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Está, Escondido, En, El ático, El sótano, El garaje, El jardín, La oficina

Cross-Curricular Connections

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

Technology

8.1.5.C.1 Engage in online discussions 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

SEL

- **Recognize the skills needed to establish and achieve personal and educational goals**
- **Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals**

Language Arts

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Third Grade World Language Curriculum

Unit: People of Mexico	Time: December- February	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can use the formal command of the verb “enviar.”• I can name the different regions of Mexico.• I can describe the climates of the different regions of Mexico.• I can identify clothing that people wear in the different regions of Mexico.	<p>Standards:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Use the formal command of the verb “enviar,” “envie” to indicate where to send certain clothes depending on the region and climate of the destination.○ Name the different regions of Mexico○ Describe the climates of the different regions of Mexico using weather vocabulary learned in previous units.		<p>Other Assessments</p> <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric

Third Grade World Language Curriculum

Materials

- Maps
- Globe
- Literature about Mexico
- Compass
- Picture cards

SUGGESTED ACTIVITIES

- Examine maps of Mexico, including topographical, regional, political, etc. (http://mexicomaps.com/mexico_gps.lasso?itemid=6552&-session=mmid:BE63F4870c7a41BB30xLm2017D90).
- Learn about the history and materials used to make certain types of clothing Mexico. (<http://www.facts-about-mexico.com/mexican-clothing.html>, <http://people.howstuffworks.com/culture-traditions/national-traditions/mexican-tradition2.htm>)
- Explore the seven climate regions of Mexico (<http://geo-mexico.com/?p=9512>).
- Practice cardinal directions (http://www.profesorenlinea.cl/geografiagr/Puntos_Cardinales.html).
- Name, list, and place the regions of Mexico on a map.
- Discuss the types of weather and the climate of each region and how it impacts the people that live there.
- Assign students different regions and ask them to indicate the clothing they would need.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Envíe, El estado, Norte, Este, Oeste, Sur, Noreste, Noroeste, Sureste, Norte central, Sur central, Poncho, Huaraches, Rebozo, Sarape

Cross-Curricular Connections

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

Technology

8.1.5.C.1 Engage in online discussions 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

SEL

- **Recognize the skills needed to establish and achieve personal and educational goals**
- **Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals**

Language Arts

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Third Grade World Language Curriculum

Unit: Doctor		Time: March-June	Standards:
Essential Questions	Enduring Understandings		7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities. 7.1.NH.B.5 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
<ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	<ul style="list-style-type: none">• I can identify parts of the body.• I can ask questions about what ails others.• I can tell others about my ailments.• I can make recommendations to others regarding their health.• I can report about the health conditions of others.		
Benchmark Assessment(s)			Other Assessments
<ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Identify parts of the body.○ Ask questions about what ails others.○ Tell others about my ailments.○ Make recommendations to others regarding their health.○ Write a report about the health conditions of others.			<ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">• tablets• paper• pencils

Third Grade World Language Curriculum

SUGGESTED ACTIVITIES

- Practice vocabulary for new body parts learned.
- Explore use of the verb *doler* combined with indirect object pronouns.
- Half of the students draw cards that tell what ailment they have. The other half has a patient list and must question the patients to find out what ailment they have. Students switch roles after one round.
- Report about the patients seen. Report must include ailment and recommendation to feel better.

Reinforcement

- Students can work in partners or groups to support one another.
- Students can use flashcards to help with vocabulary.
- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates

Enrichment

- Students can create their own Spanish review game to share with peers.
- Students can research a Spanish speaking country and develop a presentation for their peers.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned

Vocabulary: El brazo, La cabeza, La rodilla, La barba, La oreja, El cuello, La garganta, Los dientes, La lengua, El tobillo, La pierna, El codo, El dedo, El hombro, El estómago, La espalda, La frente, La nariz

Cross-Curricular Connections

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Technology

8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL

Students will demonstrate an understanding of the differences among individuals, groups, and others' cultural backgrounds. They will also utilize positive communication and social skills to interact effectively with others.

Language Arts

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.