

**Quinton Township School District
Spanish
3rd Grade**

Pacing Chart/Curriculum MAP

Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Letras	Pacing:	5 days
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Unit Summary: Students will learn to identify Spanish vowels and letters and read simple words in Spanish.

Objectives:

- SW learn to identify vowels and letters.
- SW learn to read simple words in Spanish.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

[TECH.8.1.5.A.CS1 - \[Content Statement\] - Understand and use technology systems](#)

[Global Awareness](#)

[CRP.K-12.CRP1.1 - 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.](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Sing Alphabet song ● Dry erase board activity ● Mata Moscas 	<ul style="list-style-type: none"> ● Teacher Made Resources ● <u>Teach Them Spanish: Grade 3</u> 	<ul style="list-style-type: none"> ● Teacher made materials. ● <u>Teach Them Spanish (TTS): Grade 3 p. 27</u> ● Dry erase boards, markers, erasers ● Exit Slips ● Alphabet song ● Teacher made assessment 	<ul style="list-style-type: none"> ● Smart Board Applications ● Song presentation

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p>

<ul style="list-style-type: none"> ● Dry erase board activity ● Mata Moscas game ● Exit Slips 	<p>Written assessment identifying the Spanish letters.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to write the correct letter according to what they hear.
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. ● Create modified assessments. ● Provide individualized assistance as necessary. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Utilize manipulatives as necessary. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Hold high expectations ● Learn/Utilize/Display some words in the students' native language ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	1	Unit Title:	El calendario	Pacing:	9 days
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Unit Summary: Students will learn to identify the days of the week and months of the year in Spanish.

Objectives:

- SW learn to identify days of the week.
- SW learn to put the days of the week in the correct order.
- SW learn that the days of the week are not capitalized.
- SW learn that the Spanish calendar starts with “lunes” (Monday).
- SW learn to create sentences with “ayer, hoy, mañana”

- SW learn the months of the year so they can read a Spanish calendar.
- SW learn that months of the year are not capitalized in Spanish.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

Global Awareness

CRP.K-12.CRPI.1 - 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.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Sing song about the days of the week ● Puzzles with the missing days of the week ● worksheets 	<p>Teacher Made Resources</p>	<ul style="list-style-type: none"> ● Teacher made materials. ● <u>Teach Them</u> <u>Spanish:</u> <u>Grade 3 p.</u> 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Classroom

<ul style="list-style-type: none"> ● Create a Spanish calendar ● Game (Mata Moscas) 		<p>14-15; 29, 31</p> <ul style="list-style-type: none"> ● <u>Teach Them Spanish: Grade 2</u> p. 25-26 ● Teacher made worksheet ● current year's calendar ● Calendar template ● Teacher made assessment (Benchmark) 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Written work (worksheets) ● Participation in singing song about the days of the week ● Participation in Mata Moscas game 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See the office for benchmark.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to identify the days of the week and months of the year.

- Participation in game, “6 Esquinas”.

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	2-3	Unit Title:	Necesito/Quiero	Pacing:	10 days
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Unit Summary: Students will learn to create a comic with characters stating whether they “need” or “want” to do something.

Objectives:

- SW learn to use “necesito” and “quiero” to state whether they may “need” or “want” something.
- SW learn to differentiate between needs and wants (necesito, quiero).
- SW learn that people around the world may not have things they “need or want” but they are resourceful.
- SW learn to identify verbs (comer, hablar, beber, estudiar, dormir, limpiar, mirar, trabajar, jugar, tocar).
- SW learn to combine “necesito, quiero” and verbs in order to create sentences.
- SW learn to create a comic strip of two characters stating what it is that they want and need to do.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

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

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

LA.3.L.3.1.F - Ensure subject-verb and pronoun-antecedent agreement.

LA.3.L.3.1.I - Produce simple, compound, and complex sentences.

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.2.3 - [Sub-Competency] - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

Global Awareness

CRP.K-12.CRPI.1 - 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.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Learn “necesito” and “quiero”. ● Differentiate between “needs” and “wants”. ● Listen to story about teacher’s experience in Nicaragua/Guatemala. ● Learn verbs (comer, hablar, beber, estudiar, dormir, limpiar, mirar, trabajar, jugar, tocar) ● Create a comic with characters stating they need or want to do something. 	<p>Teacher Made Resources</p>	<ul style="list-style-type: none"> ● Teacher made materials. ● <u>Teach Them Spanish: Grade 3 p. 73-74</u> ● Teacher made pictures of items students may “need” or “want”. ● Teacher made worksheets ● Video: “La Orquesta Reciclada” ● Teacher made board game ● Teacher made cards to pair 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Classroom ● MakeBeliefs Comix.com

		<p>students up</p> <ul style="list-style-type: none"> • Teacher made project description/rubric • Laptops 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Worksheets • Oral response • Participation in games/activities 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Benchmark: See office for benchmark.</i></p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> • Ability to create a comic with characters stating what they want or need to do.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	4	Unit Title:	Classroom Items	Pacing:	6 days
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Unit Summary: Students will learn to identify classroom objects and create sentences stating that particular items are a certain color.

Objectives:

- SW learn to identify classroom objects (silla, mesa, lápiz tijeras, borrador, libro, ventana, cuaderno, puerta, pluma, escritorio, papel, mapa, globo, calendario, pizarra, reloj, regla).
- SW learn to create sentences stating that particular items are a certain color.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

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

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

LA.3.RI.3.1 - [Progress Indicator] - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.RI.3.4 - [Progress Indicator] - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

Global Awareness

CRP.K-12.CRPI.1 - 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.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none">• Worksheets• Total Physical Response (TPR)• TPR game• Canasta Magica• Pointing to correct objects• Questioning	Teacher made resources	<ul style="list-style-type: none">• Teacher made materials.• <u>TTS: Grade 2</u> p. 29-31• <u>TTS: Grade 3</u> p. 20-22• <u>TTS: Grade 4</u> p. 14-15• Teacher made worksheets• Canasta Magica• Classroom items• Teacher made	<ul style="list-style-type: none">• Smart Board Applications

		quiz.	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Oral response ● Student pointing ● Worksheets ● Participation in games 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Teacher made quiz.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to identify in Spanish the items in the classroom.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	4	Unit Title:	Gender and Singular/Plural	Pacing:	5 days
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Unit Summary: SW learn to identify nouns as masculine or feminine and make singular nouns plural.

Objectives:

- SW learn to state whether a noun is masculine or feminine.
- SW learn to state whether a noun is singular or plural.
- SW learn to make a singular noun plural.

Essential Questions:

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

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

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems

Global Awareness

CRP.K-12.CRPI.1 - 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.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Dry erase board activity ● Worksheets ● Questioning 	<ul style="list-style-type: none"> ● Teacher Made Resources ● <u>Teach Them Spanish: Grade 3</u> 	<ul style="list-style-type: none"> ● Teacher made materials. ● TTS: Grade 3 p. 42 ● Dry erase boards, markers, erasers ● Teacher made exit slip ● Teacher made worksheet ● Teacher made Benchmark 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Classroom

Formative Assessment Plan	Summative Assessment Plan
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

- **Dry erase board activity**
- **Oral response**
- **Worksheets**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

Benchmark: See office for benchmark.

Suggested skills to be assessed:

- Ability to identify whether a noun is masculine or feminine and make a noun plural by following the correct rules.

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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