

# **Madison Public Schools**

## **Grade 3 Spanish Curriculum**

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## Course Overview

### Description

In the elementary Spanish program, a strong emphasis will be on communication and appreciation for world culture. Students will have the opportunity to listen, speak, write and engage in meaningful, fun and interactive classroom activities. Students' language learning will be a positive, non-threatening process, similar to the way children acquire their first language. Third grade students will be introduced to cultural activities and make cultural and linguistic connections. The course will make associations with other subject areas and take the opportunity to use the Spanish language not only to teach language skills but also to equip students with learning strategies that will aid them as they continue their studies in later years.

### Goals

This course aims to:

- Enhance the development of speaking, listening, reading and writing skills in Spanish.
- Develop higher order cognitive skills.
- Support content area instruction at the third grade level.
- Promote global awareness and cross-cultural understanding.
- Develop increased proficiency in all aspects of the language with each year of study.
- Provide exposure to lay the foundation for future language acquisition.
- Instill a passion for world languages.
- Meet district, state and national foreign language standards.

### Resources

[Suggested Activities](#)

### **[Modifications and Adaptations for Special Needs Learners](#)**

(Gifted and Talented Students, English Language Learners, Special Education Students, At-Risk Students)

## Unit 1 Overview

Unit Title: Greetings/Farewells, Personal Identification, Feelings

Unit Summary:

### **Interpretive Mode:**

Recognize common gestures, intonation, and other visual or auditory cues of the target culture; Use Spanish greetings and farewells to identify familiar people, places, and objects based on oral and/or simple written descriptions; Comprehend brief oral exchanges on familiar topics and feelings; Connect the learning of the target language to information studied in other core content areas.

### **Interpersonal Mode:**

Imitate appropriate gestures and intonation of the target culture during greetings and daily interactions; Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases in the target language; Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.

### **Presentational Mode:**

Imitate, recite and/or dramatize simple rhymes, songs, and skits; Copy/write words, phrases, or simple guided texts on familiar topics.

### **Culture:**

Students will develop awareness about various customs for the holiday “Day of the Dead” and be able to present information to their classmates.

Suggested Pacing: 16- 18 lessons (8 weeks)

## Learning Targets

Unit Essential Questions:

- How do we greet each other in Spanish?
- How do we praise someone?
- How do we answer simple questions?
- How do you/we feel?

Unit Enduring Understandings:

- We can effectively use basic greetings/farewells.
- We can express feelings and follow simple classroom commands.

## Evidence of Learning

### Unit Benchmark Assessment Information:

Create a project on greetings and feelings. Oral assessment. Students will engage in oral language development with a social setting involving face-to-face interaction with the teacher and their peers. Students will communicate through basic words and short memorized phrases within a given context.

- Graded using a Presentation Rubric
- Saludos
- Project 1 A
- Project 1 M
- Presentation rubric
- Project 1 M English

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPLs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> <li>• Students will be able to respond and use greetings in the target language.</li> <li>• Students will express their feelings or mood in the target language.</li> <li>• Students will learn Spanish names and answer to the question: ¿como te llamas? Students will respond appropriately when meeting a person for the first time.</li> <li>• Students will differentiate “Usted” vs. “tu”</li> <li>• Students will identify themselves when answering the question: Cómo te llamas?</li> <li>• Students will appropriately answer the question: cómo estás?</li> <li>• Students will respond to simple classroom commands</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Review greetings and farewells; review expressions of feelings</li> </ul> <p>• Students will practice speaking aloud in the target language.</p> <ul style="list-style-type: none"> <li>• Choral and individual repetition.</li> <li>• Mini-dialogues between students.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Students will greet each other and answer basic questions.</li> <li>• Students will express their feelings and answer basic commands and questions</li> </ul>	<ul style="list-style-type: none"> <li>• Role play skits.</li> <li>• Puppet show presentation.</li> <li>• Name classmate in the target language.</li> <li>• Express farewells.</li> <li>• Answer in complete sentences using “me llama” ...My name is... and answered “Mucho gusto”.</li> <li>• Respond spontaneously to greetings and name questions.</li> <li>• Answer in complete sentences to estoy bien, estoy mal, estoy feliz, estoy triste, estoy más o menos.</li> </ul>	<p>7.1. 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. A (2), Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (3), Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1 B (1) Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.C(2) Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.C(3) Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.C(4) Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1 B (3) Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	<p>15-16 lessons</p>

			<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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## Unit 2 Overview

Unit Title: Numbers

Unit Summary:

### **Interpretive Mode:**

Recognize common gestures, intonation, and other visual or auditory cues of the target culture; Connect the learning of the target language to information studied in other core content areas; Master numbers and counting of at least 0-20 in Spanish; Understand and interpret numbers and follow simple mathematical exercises.

### **Interpersonal Mode:**

Engage in phone conversations using words, phrases and short sentences practiced in class on familiar topics.

### **Presentational Mode:**

Imitate, recite and/or dramatize simple rhymes, songs, and skits about birthdays; Copy/write words, phrases or simple guided texts on familiar topics; Create “Quipus” and present project to classmates.

### **Culture:**

Students will read about Peru, the Inca empire and their Mathematical methods. Students will learn about various customs for the Thanksgiving and Christmas holidays in Spanish speaking countries. Students will compare and contrast holidays in Spanish countries with the United States.

Suggested Pacing: 16 lessons

## Learning Targets

Unit Essential Questions:

- How do we count in Spanish?
- How do we express age?
- How did the Incas use numbers?

Unit Enduring Understandings:

- Students can express how old they are using Spanish numbers
- Students can count in the target language from 1-20
- Students can complete simple mathematical problems
- Students can understand how mathematics was used in other cultures

## Evidence of Learning

### Unit Benchmark Assessment Information:

Students will create Quipus. Oral assessment in a presentational form. Students will be engage in mathematical activities and compare the systems that we use now to what the Incas used during their empire. Students will communicate through basic words and memorize phrases within a given context.

Graded using a Presentational Rubric

[Project "Los quipus"](#)

[Draft](#)

[Presentational Rubric](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> <li>Students will count from 0-10 in the target language, then expand their number knowledge up to 20.</li> <li>Students will be able to complete simple math activities in the target language.</li> <li>Students will be able to ask and say their ages, ie: ¿cuántos años tienes? And answer tengo...años</li> <li>Students will sing the birthday song in Spanish.</li> <li>Students will master numbers and mathematical problems (addition and subtraction);</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>Students will learn numbers, complete matching activities and place numbers with words.</li> <li>Students will count in Spanish.</li> <li>Paired activities to converse in target language and review mathematical exercises.</li> <li>Choral and individual repetition.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Students will ask each other their age and answer basic questions.</li> <li>Students will complete basic addition and subtraction problems</li> </ul>	<ul style="list-style-type: none"> <li>Number identification in the target language (oral responses).</li> <li>Students will be able to recognize and categorize numbers both orally and with written responses.</li> <li>Projects will be used to assess the abilities of the students.</li> </ul>	<p>7.1. 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. A (2) Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (3), Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1. A (4) Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 B (1) Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 B(2) Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1 B(3) Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1 B (4)Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.C (2)Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 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.</p>	15-16 lessons

			<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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## Unit 3 Overview

Unit Title: Shapes, Colors, Animals.

Unit Summary:

### **Interpretive Mode:**

Demonstrate understanding of specific geometrical shapes and interpret phrases and words in Spanish about shapes and colors; Demonstrate understanding of visual clues and props; Understand and interpret written and spoken language.

### **Interpersonal Mode:**

Exchange information using words, phrases and short sentences practiced in class on familiar topics or topics studied in other core content areas; Learn Spanish words for shapes; Learn about cognates; Identify names of specific colors; Categorization of shapes in terms of size and color.

### **Presentation Mode :**

Imitate, recite and/or dramatize simple rhymes and songs; Students will present their shapes and tell teacher and peers how many angles are in each shape in the target language; Answer questions on shapes and colors and present to the class.

### **Culture:**

Students will develop awareness about various Spanish customs. The flag of Spain will be introduced.

Suggested Pacing: 16 lessons

## Learning Targets

Unit Essential Questions:

- How do we express the words for different shapes, sizes and colors in Spanish?
- How can we tell the cognates?
- What are the colors of the Spanish flag and the colors of the American flag? How are they similar and how are they different?
- Students know the Spanish names of the animals and their colors
- Students can express opinion using the phrases “I like” and “I don’t like”
- Students possess an understanding of and can answer simple questions about Picasso’s artwork

Unit Enduring Understandings:

- Students can describe shapes and colors in Spanish
- Students can count and answer questions about the angles of each shape

- Students can identify the Spanish flag
- How do we ask and answer the question, “What animal is it?” “What is my favorite animal?”
- How do we say “I like” and “I don’t like” in Spanish?
- What are the characteristics of Picasso’s blue period, rose period and Cubism?

## **Evidence of Learning**

### Unit Benchmark Assessment Information:

Students will create a Spanish flag and the flag of the United States. Oral assessment in a presentational form. Students will use shapes and color to identify their own creations. Students will communicate through basic words and memorize phrases within a given context.

[Project Las formas y los colores](#)

[Sample-Draft](#)

[Presentational Rubric](#)

Other suggested activity (Picasso, Oso Pardo, colors and shapes):

Students will create a project inspired by Picasso’s Blue Period, Rose Period, or Cubist Period. Oral assessment in a presentational form. Students will use shapes, animals used in the book “Oso Pardo” and colors. Students will communicate through basic words and memorize phrases within a given context.

[Project Picasso](#)

[Sample - Draft](#)

[Presentational Rubric](#)

Students are going to create a project using animals. Students will have to answer questions in the target language, in complete sentences and draw their favorite animal. Students also will use likes and dislikes in their projects. Students will communicate through basic words and memorize phrases within a given context.

[Project Animals](#)

[Sample-Draft](#)

[Sample Assessment](#)

[Presentational Rubric](#)

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
<ul style="list-style-type: none"> <li>• Students will ask, recognize and answer questions about shapes in Spanish, i.e. ¿Qué forma es? And ¿Cuántos ángulos tiene el cuadrado?</li> <li>• Students will be able to answer simple questions about the shapes and their angles.</li> <li>• Students will be able to ask their classmates about shapes.</li> </ul> <p>Students will be able to ask, recognize and answer questions about colors.</p> <ul style="list-style-type: none"> <li>• Students will be able to ask their classmates about colors.</li> <li>• Students will be able to create a flag and answer questions about Spain.</li> <li>• Students will be able to recite, read, speak, recognize and answer questions about animals and their colors.</li> <li>• Students will respond to questions “¿cuál es tu animal favorito?, ¿Cuál es tu color favorito?” And students will be able to answer “mi animal favorito es el oso, el gato, el perro, etc.”</li> <li>• Students will be able to answer simple questions about likes and dislikes in Spanish and their plurals. i.e. ¿Te gustan los perros? Sí, me gustan los perros or no, no me gustan los perros.</li> <li>• Students will learn the grammar structure in the target language when describing object’s colors.</li> <li>• Students will be able to ask, recognize and answer questions about Picasso. i.e. ¿Cuál es tu periodo favorito? Es el periodo rosa, etc.</li> </ul> <p>Students will be able to review feelings and shapes to answer some of the questions about Picasso. i.e. Why is rose period, blue period or cubism your favorite? “Porque me siento feliz, porque estoy triste, me gusta el color rosa, etc.”</p>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Students will learn shapes and colors</li> <li>• Sing and listen to “Los Colores”.</li> <li>• Students will draw and color shapes based upon the teacher’s directions.</li> <li>• Paired activities to converse in target language.</li> <li>• Students will answer questions about Spain and talk about their flags ¿De qué color es tu bandera?</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and color identification in the target language (oral responses).</li> <li>• Students will be able to recognize shapes and colors both orally and through written responses.</li> <li>• Classroom participation.</li> </ul>	<p>7.1. 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. A (2) Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (3) Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1. A (4) Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 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 B (1) Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 B(2) Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1 B(3) Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 C (2) Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1C (3) Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools or countries using various media formats such as online collaborative tools, and social media.</p>	<p>15-16 lessons</p>

			<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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