Spanish Grade 3

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.

<table>
<thead>
<tr>
<th>Unit 1: Asi Soy Yo (I am like this)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Area: World Language</strong></td>
</tr>
<tr>
<td><strong>Course &amp; Grade Level: 3 GRADE</strong></td>
</tr>
</tbody>
</table>

**Summary and Rationale**

The World Language themes for grade three are aligned with the district Integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade three level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

**Recommended Pacing**

4 class periods

**State Standards**

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPI #7.1 A</td>
<td><strong>Cumulative Progress Indicator (CPI)</strong></td>
</tr>
<tr>
<td><strong>Strand A</strong></td>
<td><strong>Interpretive Mode</strong></td>
</tr>
</tbody>
</table>

Please note: CPI alignment to the Common Core State Standards are the same as in the previous grade.

**CPI #7.1 A**

**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.
### 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.A.5
Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

### CPI #7.1 B
**Cumulative Progress Indicator (CPI)**
**Strand B**  
**Interpersonal Mode**

#### 7.1.NM.B.1
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

#### 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.3
Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

#### 7.1.NM.B.4
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

#### 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.

### CPI #7.1 C
**Cumulative Progress Indicator (CPI)**
**Strand C**  
**Presentational Mode**

#### 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.

#### 7.1.NM.C.2
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

#### 7.1.NM.C.3
Copy/write words, phrases, or simple guided texts on familiar topics.

#### 7.1.NM.C.4
Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

#### 7.1.NM.C.5
Name and label tangible cultural products and imitate cultural practices from the target culture(s).

### Instructional Focus

### Unit Enduring Understandings:
Students will understand that
- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

**Essential Questions**

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
</tr>
</thead>
</table>
| **Students will know:**
  - Greeting, introductions, Good-Byes
  - Classroom Behavior and Procedures
  - Descriptive Adjectives
  - Feelings
  - Parts of the body
  - Possessive Adjectives
  - Families
  - Activities with the family |

<table>
<thead>
<tr>
<th><strong>Students will be able to:</strong> Using the 3 modes of communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Greet one another and introduce themselves. They will also be encouraged to use the Spanish language with Spanish-speaking people in their communities. We will revisit these themes throughout the year.</td>
</tr>
<tr>
<td>- Follow and give instructions for classroom behavior and procedures.</td>
</tr>
<tr>
<td>- Create an illustrated adjective chart and then use the chart along with the verbs ser and estar to describe themselves.</td>
</tr>
</tbody>
</table>
- Talk about how they and others feel.
- Describe some actions that they can do with their bodies.
- Employ possessive adjectives in context.
- Describe the relationship between themselves and family members. (Ella es mi mama)
- Talk about activities (pastimes) they enjoy with their families.
- Culture: La Herencia Hispana.

**Resources**

**Core Text:**

**Suggested Resources:**
- Magic Box, Puppet Show, Flash Cards
- Short and Simple Funny Skit for Beginning Spanish Speakers.
- Music That Teach Spanish
- Original Songs and Rhymes
- Creative and Interactive Activities
- Games: Fly Swatter, Simon Says, Interactive games
- Classroom based activities using technology tools (Power point, Smart Board, Story, kahoot, google classroom, screencastify)
- Big & Easy Patterns Holiday & Seasons
- www.netop.com, google.voice, sparkenthusiasm.com, youtube, spanishspanish.com, cantandoaprendohablar

Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.
## Unit 2: En mi Escuela (In my School)

### Content Area: World Language

### Course & Grade Level: 3 Grade

### Summary and Rationale

The World Language themes for grade three are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade three level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

### Recommended Pacing

6 class periods

### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please note: CPI alignment to the NJSLS are the same as in the previous unit.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPI #7.1 A</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand A</strong></td>
<td><strong>Interpretive Mode</strong></td>
</tr>
<tr>
<td>7.1.NM.A.1</td>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
</tr>
<tr>
<td>7.1.NM.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
</tr>
<tr>
<td>7.1.NM.A.3</td>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
</tr>
<tr>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7.1.NM.A.5</td>
<td>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
</tr>
<tr>
<td><strong>CPI #7.1 B</strong></td>
<td><strong>Cumulative Progress Indicator (CPI)</strong>&lt;br&gt;<strong>Strand B Interpersonal Mode</strong></td>
</tr>
<tr>
<td>7.1.NM.B.1</td>
<td>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</td>
</tr>
<tr>
<td>7.1.NM.B.2</td>
<td>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
</tr>
<tr>
<td>7.1.NM.B.3</td>
<td>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
</tr>
<tr>
<td>7.1.NM.B.4</td>
<td>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
</tr>
<tr>
<td>7.1.NM.B.5</td>
<td>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
</tr>
<tr>
<td><strong>CPI #7.1 C</strong></td>
<td><strong>Cumulative Progress Indicator (CPI)</strong>&lt;br&gt;<strong>Strand C Presentational Mode</strong></td>
</tr>
<tr>
<td>7.1.NM.C.1</td>
<td>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.</td>
</tr>
<tr>
<td>7.1.NM.C.2</td>
<td>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
</tr>
<tr>
<td>7.1.NM.C.3</td>
<td>Copy/write words, phrases, or simple guided texts on familiar topics.</td>
</tr>
<tr>
<td>7.1.NM.C.4</td>
<td>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</td>
</tr>
<tr>
<td>7.1.NM.C.5</td>
<td>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</td>
</tr>
</tbody>
</table>

**Instructional Focus**

**Unit Enduring Understandings:**

Students will understand that

- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
I can only talk about things that I have practiced saying.
Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

**Essential Questions**
- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I Am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

**Objectives**

**Students will know:**
- Classroom objects, people, rule, commands, and routines
- Calendar: days of the week, months of the year
- Birthday
- Weather
- seasons
- Numbers from 1-100 and counting
- Shapes and colors
- Telling time
- Culture: The Celebrations

**Students will be able to: Using the 3 modes of communication**
- Identify people and classroom objects.
- Given and respond to typical teacher commands, requests, and routines.
- Interpret calendar and identify dates past and present.
- Ask and answer questions about age. They will also explore a birthday celebration in Spanish-speaking country.
- Describe the weather conditions appropriate to each season. They will also check the weather in Spanish, discuss the difference between Celsius and Fahrenheit and also the influence of the Spanish language on English weather expressions’
- Describe the weather conditions appropriate to each season.
- Students will count from 1-100 by tens, will skip count up to 100 by 2’s and 5’s, and will count backwards for intervals from 100 to 0. Additionally, they will compute simple word problems.
- Describe objects in terms of colors, size, and shape.
- Create a daily schedule using words and illustrations along with the correct time of the day.
- Identify holidays associated with target culture

### Resources

<table>
<thead>
<tr>
<th>Suggested Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magic Box, Puppet Show, Flash Cards</td>
</tr>
<tr>
<td>Short and Simple Funny Skit for Beginning Spanish Speakers.</td>
</tr>
<tr>
<td>Music That Teach Spanish</td>
</tr>
<tr>
<td>Original Songs and Rhymes</td>
</tr>
<tr>
<td>Creative and Interactive Activities</td>
</tr>
<tr>
<td>Games: Fly Swatter, Simon Says, Interactive games</td>
</tr>
<tr>
<td>Classroom based activities using technology tools (Power point, Smart Board, Story book .)</td>
</tr>
<tr>
<td>Big &amp; Easy Patterns Holiday &amp; Seasons</td>
</tr>
<tr>
<td>Senorwooly.com, Quia.com, <a href="http://www.calicospanish.com">www.calicospanish.com</a>, <a href="http://www.edcanvas.com">www.edcanvas.com</a>, <a href="http://www.kerpoof.com">www.kerpoof.com</a>,</td>
</tr>
<tr>
<td><a href="http://www.netop.com">www.netop.com</a>, google.voice, sparkenthalism.com, youtube, spanishteacher.com, cantandoaprendohablar</td>
</tr>
<tr>
<td><strong>Unit 3: Adonde Vamos?</strong></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Content Area: World Language</strong></td>
</tr>
<tr>
<td><strong>Course &amp; Grade Level: 3 Grade</strong></td>
</tr>
<tr>
<td><strong>Summary and Rationale</strong></td>
</tr>
<tr>
<td>The World Language themes for grade three are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade three level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.</td>
</tr>
<tr>
<td><strong>Recommended Pacing</strong></td>
</tr>
<tr>
<td>6 class periods</td>
</tr>
<tr>
<td><strong>State Standards</strong></td>
</tr>
</tbody>
</table>
Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI # Cumulative Progress Indicator (CPI)
Please note: CPI alignment to the NJSLS are the same as in the previous unit.

<table>
<thead>
<tr>
<th>CPI #7.1 A</th>
<th>Cumulative Progress Indicator (CPI)</th>
<th>Strand A</th>
<th>Interpretive Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.A.1</td>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.3</td>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.5</td>
<td>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPI #7.1 B</th>
<th>Cumulative Progress Indicator (CPI)</th>
<th>Strand B</th>
<th>Interpersonal Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.B.1</td>
<td>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.2</td>
<td>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.3</td>
<td>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.4</td>
<td>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.B.5</td>
<td>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPI #7.1 C</th>
<th>Cumulative Progress Indicator (CPI)</th>
<th>Strand C</th>
<th>Presentational Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.C.1</td>
<td>Use basic information at the word and memorized-phrase level to create a multimedia-rich</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
presentation on targeted themes to be shared virtually with a target language audience.

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.C.2</td>
</tr>
<tr>
<td>7.1.NM.C.3</td>
</tr>
<tr>
<td>7.1.NM.C.4</td>
</tr>
<tr>
<td>7.1.NM.C.5</td>
</tr>
</tbody>
</table>

**Instructional Focus**

**Unit Enduring Understandings:**

- Students will understand that
  - Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
  - Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
  - I can only talk about things that I have practiced saying.
  - Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

**Essential Questions**

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

**Objectives**

**Students will know:**

- My home
- The school
- The community
- Places in the community
- Community helpers
Students will be able to: Using the 3 modes of communication

- Recognize household responsibilities, identify various parts of a home, and will explore different children’s chores and responsibilities in Spanish-speaking countries.
- Name the classroom vocabulary words, explore the grading system in Spanish countries and will compare their and contrast school environments.
- Explore the idea of community and describe the different components of their neighborhood.
- Create maps of their community and give directions to someone who needs to get from places to another.
- Identify a variety of jobs in their community, and describe the types of work they would like to do as adults.
- Using maps and clues, students will be able to follow directions to get to their intended destinations.
- Talk about wild animals, farmyard animals, and pets.
- Learn about the Spanish celebration La Pascua

Resources

Suggested Resources:

<table>
<thead>
<tr>
<th>Magic Box, Puppet Show, Flash Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short and Simple Funny Skit for Beginning Spanish Speakers.</td>
</tr>
<tr>
<td>Music That Teach Spanish</td>
</tr>
<tr>
<td>Original Songs and Rhymes</td>
</tr>
<tr>
<td>Creative and Interactive Activities</td>
</tr>
<tr>
<td>Games: Fly Swatter, Simon Says, Interactive games</td>
</tr>
<tr>
<td>Classroom based activities using technology tools (Power point, Smart Board, Story book.)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Big &amp; Easy Patterns Holiday &amp; Seasons</td>
</tr>
</tbody>
</table>

Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.
Unit 3: Adonde Vamos?

Content Area: World Language

Course & Grade Level: 3 Grade

Summary and Rationale

The World Language themes for grade three are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade three level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

Recommended Pacing

6 class periods

State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI # Cumulative Progress Indicator (CPI)

Please note: CPI alignment to the NJSLS are the same as in the previous unit.

<table>
<thead>
<tr>
<th>CPI #7.1 A</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.A.1</td>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
</tr>
<tr>
<td>7.1.NM.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
</tr>
<tr>
<td>7.1.NM.A.3</td>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
</tr>
<tr>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
</tr>
</tbody>
</table>
Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Cumulative Progress Indicator (CPI)

**Strand B** Interpersonal Mode

**7.1.NM.B.1** Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

**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.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

**7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

**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.

Cumulative Progress Indicator (CPI)

**Strand C** Presentational Mode

**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.

**7.1.NM.C.2** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**7.1.NM.C.3** Copy/write words, phrases, or simple guided texts on familiar topics.

**7.1.NM.C.4** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**7.1.NM.C.5** Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**Instructional Focus**

**Unit Enduring Understandings:**

Students will understand that

- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting words out can help my classmates, my teacher, and
others understand me.

**Essential Questions**

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

**Objectives**

**Students will know:**
- My home
- The school
- The community
- Places in the community
- Community helpers
- Maps and directions
- The Zoo
- Culture: La Pascua

**Students will be able to: Using the 3 modes of communication**
- Recognize household responsibilities, identify various parts of a home, and will explore different children’s chores and responsibilities in Spanish-speaking countries.
- Name the classroom vocabulary words, explore the grading system in Spanish countries and will compare their and contrast school environments.
- Explore the idea of community and describe the different components of their neighborhood.
- Create maps of their community and give directions to someone who needs to get from places to another.
- Identify a variety of jobs in their community, and describe the types of work they would like to do as adults.
- Using maps and clues, students will be able to follow directions to get to their intended destinations.
- Talk about wild animals, farmyard animals, and pets.
- Learn about the Spanish celebration La Pascua

## Resources

### Core Text:

### Suggested Resources:

- Magic Box, Puppet Show, Flash Cards
- Short and Simple Funny Skit for Beginning Spanish Speakers.
- Music That Teach Spanish
- Original Songs and Rhymes
- Creative and Interactive Activities
- Games: Fly Swatter, Simon Says, Interactive games
- Classroom based activities using technology tools (Power point, Smart Board, Story book,kahoot,google classroom, screencastify)
- Big & Easy Patterns Holiday & Seasons


  [www.netop.com](http://www.netop.com), google.voice, sparkenthusiasm.com, youtube, spanishspanish.com, cantandoaprendohablar

Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.