

**Califon Public School  
Curriculum**



<b>Subject:</b> World Language - Spanish	<b>Grade:</b> 3rd	<b>Unit #:</b> 1	<b>Pacing:</b> 13 weeks
<b>Unit Title:</b> Soy Yo (It's Me!)			

**OVERVIEW OF UNIT:**

**This unit encourages students to describe themselves using physical characteristics, personality traits, and feelings. Interests and leisure activities are shared with classmates, as well as information about family members. Greetings, introductions, and leave-takings are used in simple conversations.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Physical characteristics do not tell us what a person is like inside.</li> <li>● All people are unique with different interests and abilities.</li> <li>● There are many different types of families in the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Can you tell what a person is like just by looking at him/her?</li> <li>● Are all families the same?</li> </ul>

<b>Objectives</b>
<ul style="list-style-type: none"> <li>● Students will be able to describe people using characteristics that are not physical.</li> <li>● Students will be able to explain ways in which people are unique with different interests and abilities.</li> <li>● Students will be able to identify differences in families.</li> </ul>

<b>Assessment</b>		
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● observation</li> <li>● self-reflections</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Benchmark:</b> <ul style="list-style-type: none"> <li>● Unit Pre-Test</li> </ul> </td> </tr> </table>	<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● observation</li> <li>● self-reflections</li> </ul>	<b>Benchmark:</b> <ul style="list-style-type: none"> <li>● Unit Pre-Test</li> </ul>
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- teacher-student conferences

**Summative Assessment:**

- online quizzes & tests
- projects

**Alternative:**

- performance tasks
- projects

**Key Vocabulary**

- 

**Resources & Materials**

- “Hola” textbook
- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- SMARTBoard
- Teacher-made resources

**Technology Infusion****Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**

- Google Classroom will be utilized to provide access to Internet resources pertaining to describing people using internal characteristics and use Spanish vocabulary to describe themselves to other people.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

### Interdisciplinary Integration

#### Activities:

- Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

#### Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

Standard #	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

Careers	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.</li> </ul>	
CRP #	Practice
6	Demonstrate creativity and innovation.

Standards	
Standard #	Standard Description
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.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>Position student near helping peer or have quick access to teacher</li> </ul>	<ul style="list-style-type: none"> <li>Provide text-to-speech</li> <li>Use of translation dictionary or software</li> <li>Provide graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Tiered interventions following RTI framework</li> <li>Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/respo">http://www.specialeducationguide.com/pre-k-12/respo</a></li> </ul>	<ul style="list-style-type: none"> <li>Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> </ul>

<ul style="list-style-type: none"> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.interventioncentral.org/nse-to-intervention/effective-rti-strategies-for-teachers/">nse-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School  
Curriculum**



<b>Subject:</b> World Language - Spanish	<b>Grade:</b> 3rd	<b>Unit #:</b> 2	<b>Pacing:</b> 13 weeks
<b>Unit Title:</b> Donde Vivo Yo (Family, House, and Pets)			

**OVERVIEW OF UNIT:**

**Students will use target language to communicate with peers about their family and home life. They will also explore some families and homes of the Spanish-speaking world.**

**Unit References**

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Homes have differences and similarities throughout the world.</li> <li>● The verb "to have" is common in many Spanish expressions.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I share and request information in Spanish?</li> <li>● How is my home different compare with homes in other parts of the world?</li> <li>● What kinds of pets do kids in Spanish-speaking countries have?</li> </ul>

**Objectives**

- Students will be able to share and request information in Spanish.
- Students will be able to explain how their home is different compared with homes in other parts of the world.
- Students will be able to describe what kinds of pets kids have in Spanish-speaking countries.

**Assessment**

**Formative Assessment:**

- observation
- self-reflections
- teacher-student conferences

**Benchmark:**

- Unit Pre-Test

**Summative Assessment:**

- online quizzes & tests
- projects

**Alternative:**

- performance tasks
- projects

**Key Vocabulary**

- 

**Resources & Materials**

- “Hola” textbook
- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- SMARTBoard
- Teacher-made resources

**Technology Infusion****Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Google and Internet resources will be utilized to collect data on the types of animals people have as pets in other countries and compare this information to what they know about pets we have in our country.</li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Integration	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Google and Internet resources will be utilized to collect data on the types of animals people have as pets in other countries and compare this information to what they know about pets we have in our country.</li> </ul>	
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>Teacher Vision Cross Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li><a href="#">What Every Education Should Know About Using Google</a> by Shell Education</li> <li>Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

21 <sup>st</sup> Century Life Skills Standards	
<b>Activities:</b>	



<ul style="list-style-type: none"> <li>Google and Internet resources will be utilized to collect data on the types of animals people have as pets in other countries and compare this information to what they know about pets we have in our country.</li> </ul>	
Standard #	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

Careers	
<b>Activities:</b> <ul style="list-style-type: none"> <li>Google and Internet resources will be utilized to collect data on the types of animals people have as pets in other countries and compare this information to what they know about pets we have in our country.</li> </ul>	
CRP #	Practice
6	Demonstrate creativity and innovation.

Standards	
Standard #	Standard Description
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.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.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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>Provide modifications &amp; accommodations as listed in the student's IEP</li> </ul>	<ul style="list-style-type: none"> <li>Provide text-to-speech</li> <li>Use of translation dictionary or software</li> </ul>	<ul style="list-style-type: none"> <li>Tiered interventions following RTI framework</li> </ul>	<ul style="list-style-type: none"> <li>Process should be modified: higher order thinking skills,</li> </ul>

<ul style="list-style-type: none"> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<p>open-ended thinking, discovery</p> <ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School  
Curriculum**



<b>Subject:</b> World Language - Spanish	<b>Grade:</b> 3rd	<b>Unit #:</b> 3	<b>Pacing:</b> 13 weeks
<b>Unit Title:</b> El Mundo Grande			

**OVERVIEW OF UNIT:**

**In today's interconnected world, kids hear different languages, see different types of clothing, and eat food from different countries every day. They find labels on toys, clothing, and electronics that say where they were made. This unit focuses on finding out about other countries in our world, who lives there, and what kind of things they do, with a special focus on what they eat!**

**Unit References**

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>• Even though we come from different backgrounds, we all have values, beliefs, and traditions.</li> <li>• Foods and clothing differ in Hispanic countries.</li> </ul>	<ul style="list-style-type: none"> <li>• How are we dependent on people in other countries?</li> <li>• How are we the same?</li> <li>• What kind of food do people eat in other countries?</li> </ul>

**Objectives**

- Students will be able to identify ways in which we are the same and different from people in other cultures.
- Students will be able to explain what types of food are eaten in other countries.
- Students will be able to describe how we are dependent on people in other countries.

**Assessment**

**Formative Assessment:**

- observation
- self-reflections
- teacher-student conferences

**Benchmark:**

- Unit Pre-Test

**Summative Assessment:**

- online quizzes & tests
- projects

**Alternative:**

- performance tasks
- projects

**Key Vocabulary**

- 

**Resources & Materials**

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**Technology Infusion****Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

**Activities:**

- Google and Internet resources will be utilized to collect data on the food eaten in other countries and what are some cause and effect relationships that exist between the climate of the country and the food eaten. The students will use Google Apps for Education to present the information.

Standard	Standard Description
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### Interdisciplinary Integration

#### Activities:

- Google and Internet resources will be utilized to collect data on the food eaten in other countries and what are some cause and effect relationships that exist between the climate of the country and the food eaten. The students will use Google Apps for Education to present the information.

#### Resources:

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Standard	Standard Description
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

<ul style="list-style-type: none"> <li>Google and Internet resources will be utilized to collect data on the food eaten in other countries and what are some cause and effect relationships that exist between the climate of the country and the food eaten. The students will use Google Apps for Education to present the information.</li> </ul>	
Standard #	Student Learning Objectives
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Careers	
<b>Activities:</b> <ul style="list-style-type: none"> <li>Google and Internet resources will be utilized to collect data on the food eaten in other countries and what are some cause and effect relationships that exist between the climate of the country and the food eaten. The students will use Google Apps for Education to present the information.</li> </ul>	
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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.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

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<b>Subject:</b> World Language - Spanish	<b>Grade:</b> 3rd	<b>Unit #:</b> 4	<b>Pacing:</b> Integrated Throughout
<b>Unit Title:</b> Numeros y Calendarios			

**OVERVIEW OF UNIT:**

Using information from a calendar is important and will be ongoing throughout the year. It enables students to gather information about days, weeks, months, seasons, and numbers. Learners become familiar with times of day and daily routines. Hispanic holidays are introduced with explanations of why, how, and when they are celebrated.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>• Language is an essential part of reading and using a calendar.</li> <li>• Calendars are important tools that we use to keep track of time, dates, and events.</li> <li>• Many holidays celebrate the anniversaries of great events, but these differ in various countries. Customs are celebrated with diverse festivities.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you read a calendar without language?</li> <li>• How do people in other countries celebrate holidays?</li> </ul>

Objectives
<ul style="list-style-type: none"> <li>• Students will be able to utilize calendars in other languages.</li> <li>• Students will be able to describe how holidays are celebrated in other countries.</li> </ul>



Assessment	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● observation</li> <li>● self-reflections</li> <li>● teacher-student conferences</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● online quizzes &amp; tests</li> <li>● projects</li> </ul>	<p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>● Unit Pre-Test</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● performance tasks</li> <li>● projects</li> </ul>

Key Vocabulary
<ul style="list-style-type: none"> <li>●</li> </ul>

Resources & Materials
<ul style="list-style-type: none"> <li>● “Hola” textbook</li> <li>● “Viva el Espanol” – systems A,B</li> <li>● “Hola” workbooks</li> <li>● Authentic Spanish Literature</li> <li>● Videos – Latin American culture/geography/vocabulary</li> <li>● Teacher’s Discovery – vocabulary set</li> <li>● Scholastic News Magazine &amp; Online Sources</li> <li>● SMARTBoard</li> <li>● Teacher-made resources</li> </ul>

Technology Infusion
<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebook</li> <li>● Google Classroom</li> <li>● SmartBoard</li> </ul> <p><b>Student Technology:</b></p>

- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**

- Students will utilize Chromebooks and Internet resources to research different Spanish speaking countries and create a project depicting the holiday celebrations for that country.

Standard	Standard Description
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### Interdisciplinary Integration

**Activities:**

- Students will utilize Chromebooks and Internet resources to research different Spanish speaking countries and create a project depicting the holiday celebrations for that country.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

- Students will utilize Chromebooks and Internet resources to research different Spanish speaking countries and create a project depicting the holiday celebrations for that country.

Standard #	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

### Careers

**Activities:**

- Students will utilize Chromebooks and Internet resources to research different Spanish speaking countries and create a project depicting the holiday celebrations for that country.

CRP #	Practice
6	Demonstrate creativity and innovation.

### Standards

Standard #	Standard Description
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
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<b>Differentiation</b>			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>