

Strand	Communication	
Big Idea	Students Engage in Conversations, Provide and Obtain Information, Express Feelings and Emotions, and Exchange Opinions	
Mode	Listening and Speaking	
<u>Standards</u>		<u>Learning Targets</u>
A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		1. <ul style="list-style-type: none"> Discuss feelings of self and others using the verb estar and vocabulary for various emotions
Alignments: CCSS: K.RL.1; 2.RL.1; K.SL.2; K.SL.3; 1.SL.4; 9-10.L.3 Performance: 2.2 Knowledge: (CA) 6 (SS) 6 WLCLE: WL.1.1a,c,d (Level 1) NETS: 2ab DOK: 2		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> model sentences using estar to express feeling while using the SMART Board provide a CD of dialogue about feelings. Students will draw faces to show each feeling they hear mentioned in dialogue ask questions to students about how they feel and the students will show answers through Edmodo Conversation activity: <ul style="list-style-type: none"> Students will ask each other how they feel and they give answers The teacher will monitor conversations and provide input and corrections when needed Students will record their conversations and submit them through Edmodo The teacher will check for mastery of the lesson by listening to the conversations that were recorded Students will: <ul style="list-style-type: none"> correct sentences on the SMART Board that the teacher wrote about feelings of various people explain why each is incorrect and then rewrite to make it correct use iPads to access Quizlet. Through Quizlet the students will use: <ul style="list-style-type: none"> games flashcards practice quizzes <p>to rehearse the vocabulary words for emotions and the different forms of the verb estar</p>		

Assessments/Evaluations

- Formative:
 - Students will record their conversations and the teacher will check for mastery of the lesson by listening to the conversations that were recorded or heard by the teacher – assessed using a teacher created scoring guide to evaluate work
 - The teacher will ask questions to the students about how they feel and the students will show answers on white boards
 - Students will complete practice quizzes and games through the Quizlet application and the app provides immediate scores showing how many questions the students missed and gives hints as to how to correct it
- Summative:
 - Students will answer questions after reading a paragraph and listening to the audio CD using the verb estar and various feelings on teacher-generated Unit 2 test

Sample Assessment Questions

- ¿Cómo están los estudiantes? – How are the students (feeling)?
- ¿Cómo está Juan en la clase de español? – How is Juan (feeling) in Spanish class?

Instructional Resources/Tools

- Textbooks
- Unit 2 listening – iPad with a link to www.classzone.com with listening files
- SMART Board with notebook files of review activities from Unit 2
- Student white boards with markers and erasers
- iPads with the following applications:
 - Photon – for recording student responses
 - Quizlet – for review of estar and vocabulary
 - Edmodo – for posting of students' responses

Literacy Connections

- With prompting and support, ask and answer questions about key details in a text
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Cross Curricular Connections

- ELA: Giving informal presentations
- Social Studies: Presentations are made in Spanish to classmates about their feelings and will learn about how this differs from giving presentations in English

Strand	Communication	
Big Idea	Students Understand and Interpret Written and Spoken Language on a Variety of Topics	
Mode	Reading and Listening	
<u>Standards</u>		<u>Learning Targets</u>
B. Understand and interpret written and spoken language on a variety of topics		1. <ul style="list-style-type: none"> Recognize vocabulary words as they are spoken Make inferences about the missing vocabulary words based on context clues that are read
Alignments: CCSS: K.RL.1; 4.RL.1; K.SL.2; 1.L.5 Performance: 1.6, 1.10 Knowledge: (CA) 5 WLCLE: WL.1.2a (Level 1); WL.1.2c (Level 2) NETS: 2a,b DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher provides short paragraphs with vocabulary words missing Students will: <ul style="list-style-type: none"> read paragraphs using target vocabulary and based on the context clues they read, make inferences as to what the missing vocabulary words are make inferences as to what vocabulary words they think are missing and the teacher will lead a discussion on why those words could or could not work in each blank (focusing on what part of speech is needed to correctly complete each sentence) and then provide examples of that part of speech go to www.classzone.com on iPads to listen to conversations and readings being spoken by native speakers listen to the conversations and readings while recognizing the vocabulary words and filling in the missing words as they are spoken translate the conversations they completed and adjust the missing vocabulary words as corrections are needed 		

Assessments/Evaluations

- **Formative:**
 - Students will:
 - listen to conversations and readings while recognizing the vocabulary words and filling in the missing words as they are spoken
 - translate what they heard and adjust the missing vocabulary words as corrections are needed
 - The teacher will:
 - collect and assess mastery based on final answers
 - make observations about common mistakes/misconceptions evident in both their final answers and their first guesses
- **Summative:**
 - Students will listen to a conversation on an iPad using the link www.classzone.com and correct false sentences by rewriting them to include true information based on what they heard as part of a teacher-generated unit 1 test

Sample Assessment Questions

- The following statements are false and students correct them based on the information they hear in the conversation:
 1. Antonio es de Miami. – Antonio is from Miami. – Corrected answer: Antonio es de México. - Antonio is from Mexico.
 2. Antonio es alto. – Antonio is tall. – Corrected answer: Antonio es bajo. – Antonio is short.

Instructional Resources/Tools

- Unit 1 Presentación de Vocabulario worksheet
- Unit 1 listening – iPad with link to www.classzone.com with listening files
- Textbooks
- Unit 1 test:
 - iPad with link to www.classzone.com with listening files
 - listening section (paper copy of test)

Literacy Connections

- With prompting and support, ask and answer questions about key details in a text
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings

Cross Curricular Connections

- ELA: Students will comprehend the content of Spanish writing and based on their comprehension will make inferences as to the missing components of the text

Strand	Communication	
Mode	Speaking and Writing	
<u>Standards</u>		<u>Learning Targets</u>
C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		1. <ul style="list-style-type: none"> State what they like and don't like to do using vocabulary and the verb gustar
Alignments: CCSS: K.SL.2; 9-10.SL.3; 1.L.5 Performance: 1.6, 1.10 Knowledge: (CA) 6 WLCLE: WL.1.3a (Level 1); WL.1.3c (Level 2) NETS: 1; 2 DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> put students into small groups and provides flashcards with activities listed. Student groups act out activities and the rest of the group will guess what activity it is create sentences on the SmartBoard with errors about what various students like or don't like to do and the students rewrite sentences correcting the errors. Students then cite evidence of why they made each correction to the above sentences addressing both the verb and the indirect object pronoun Students will go to www.classzones.com on an iPad and listen to conversations and readings to: <ul style="list-style-type: none"> complete written activities using various methods such as: <ul style="list-style-type: none"> fill-in-the-blank matching multiple choice categorize the activities into two columns: likes and dislikes 		

Assessments/Evaluations

- Formative:
 - Students will:
 - act out activities that they like to do. Teacher observes actions
 - complete written activities on a listening worksheet using:
 - fill-in the blank
 - multiple choice
 - matching
 - and turn it in to the teacher to assess for mastery
- Summative:
 - Students will write sentences that describe what people like to do as part of the teacher-created Unit 1 test

Sample Assessment Questions

- Write a sentence telling what the following people like to do:
 1. A Marcos / dibujar (Marcos / to draw) = A Marcos le gusta dibujar.
 2. A Marta y a mí / correr (Mart and I / to run) = A Marta y a mí nos gusta correr.

Instructional Resources/Tools

- Unit 1.1 flashcards
- Unit 1 listening:
 - iPad with link to www.classzone.com
 - worksheet
- SMART Board with notebook file reviews from Unit 1

Literacy Connections

- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Cross Curricular Connections

- ELA: Students must interpret information presented to them in Spanish

Strand	Connections	
Mode	Interdisciplinary Connections	
<p style="text-align: center;"><u>Standards</u></p> <p>D. Reinforce and further their knowledge of other disciplines through the foreign language</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Identify and produce the correct pronunciation of the Spanish vowels Identify which letter of the Spanish alphabet is being spoken Produce Spanish words as they hear the letters being spoken Compare and contrast pronunciation rules in Spanish and English
<p>Alignments: CCSS: K.RF.2; K.RF.3; 1.RF.3; 1.L.5 Performance: 2.2 Knowledge: (CA) 1 WLCLE: WL.3.1b (Level 2) NETS: 2b DOK: 2</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> The teacher: <ul style="list-style-type: none"> leads a discussion on the differences between the way words would be pronounced in Spanish versus in English. Students will compare and contrast basic pronunciation and spelling rules in Spanish to those of English by listing similarities and differences spells out vocabulary words and the students write the words as they are spelled out. Students then translate the words they have written dictates vocabulary words that emphasize the pronunciation lesson for that unit. Students will write out the words as they hear them using the correct spelling of the words. Students then translate the words they have written selects vocabulary words that illustrate the pronunciation topic for that unit. Students will write out the phonetic spelling of those words 		

- Students will:
 - correctly pronounce a list of vocabulary words provided by the teacher
 - use an app on the iPad to record themselves and the teacher will assess these recordings
 - complete letters missing in Spanish words as the teacher pronounces those words
 - use iPads to go to various websites, such as www.classzone.com, to listen to natives pronouncing vocabulary words and spelling out vocabulary words.
 - write out words as they hear them dictated or spelled and will then define the words they have listed

Assessments/Evaluations

- Formative:
 - Class pronounces vocabulary words by choral response
 - Students will:
 - spell Spanish words as they are spelled out orally and as they are spoken (dictated)
 - write answers on white boards and hold up answers for the teacher to check
- Summative:
 - Students will complete letters missing in Spanish words as the teacher pronounces those words for them. This will be part of the spelling and pronunciation test in each unit

Sample Assessment Questions

- Students complete each word with the missing letter/s based on what they hear: (l vs. ll and n vs. ñ = ll sounds like y and ñ sounds like ny as in the English word canyon)
 1. ____ueve, 2. a____qui____ar, 3. vie____to, 4. mo____ta____a
 Teacher reads: 1. llueve 2. alquilar 3. viento 4. montaña

Instructional Resources/Tools

- White boards with markers and erasers
- SMART Board with notebook file with words that are dictated and spelled by the teacher and pronounced by the students
- Pronunciation notes for Unit 1
- Spelling and Pronunciation study sheet
- Unit 1 Spelling and Pronunciation quiz
- iPad with link to www.classzone.com with pronunciation files

Literacy Connections

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings

Cross Curricular Connections

- ELA: Students make comparisons between Standard English and Spanish

Strand	Connections	
Mode	Distinctive Viewpoints of Information	
<p style="text-align: center;"><u>Standards</u></p> <p>E. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Explain the differences between ser and estar • Use ser and estar to describe people and places • Choose whether to use ser or estar in various sentences
<p>Alignments: CCSS: 4.RL.1; K.RI.9; K.SL.3; 1.SL.5 Performance: 1.6, 1.10, 2.2 Knowledge: (CA) 1 WLCLE: WL.3.2b (Level 3) NETS: 2b DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher will: <ul style="list-style-type: none"> • lead a discussion: <ul style="list-style-type: none"> • on the differences in uses of ser and estar • comparing Spanish versus English regarding the verb to be (ser and estar in Spanish) emphasizing how Spanish is a more specific language than English. Students will compare and contrast the verbs ser and estar by completing a graph that describes the various similarities and differences • provide a list of questions using ser or estar. Students will: <ul style="list-style-type: none"> • read the questions • explain why that verb was used • answer the question using the correct form of either ser or estar as appropriate 		

- Students will:
 - choose whether to use ser or estar in sentences provided by the teacher
 - complete activities using an iPad to access practice quizzes and activities through Edmodo
 - choose ser or estar in a variety of formats including:
 - multiple choice
 - fill in the blank
 - short answers
 - complete the written activities and then give explanations for why they choose to use ser or estar for each sentence
 - post responses and explanations for the teacher to evaluate
 - receive immediate feedback through Edmodo regarding which choices (ser or estar) were incorrect so they can change them before giving their explanations

Assessments/Evaluations

- Formative:
 - Students will:
 - complete a graph that describes the various similarities and differences between ser and estar
 - share answers on the SmartBoard and those answers are corrected and discussed by the class
 - complete activities through Edmodo and see their scores at the end as well as hints regarding how to correct the answers that were incorrect
 - The teacher reads English sentences and students will:
 - decide whether to use ser or estar
 - write their answer on a white board
 - The teacher checks answers as students hold them up for each sentence
- Summative:
 - Students will fill in the blank using the correct verb and the correct verb form as part of the teacher-created Unit 5 test

Sample Assessment Questions

- Sra. Lopez _____ maestra. – Mrs. Lopez _____ a teacher.
- Ella _____ simpática. – She _____ nice.

Instructional Resources/Tools

- Unit 5 note sheet
- SMART Board with notebook file notes and reviews from unit 5
- Comparison chart
- Ser/Estar worksheets
- Did you get it packet for unit 5
- iPad with link to Edmodo with practice quizzes and activities posted for students to complete

Literacy Connections

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- With prompting and support, identify basic similarities in and differences between two texts on the same topic
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

Cross Curricular Connections

- ELA: Students must recognize how the verb “to be” conjugates in English and then transfer that knowledge to the same verb in Spanish

Strand	Comparisons	
Mode	Language Comparisons	
<p style="text-align: center;"><u>Standards</u></p> <p>F. Demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Describe the perspectives of first, second, and third person Change the subject and verb of a sentence to correctly answer a question Apply the rules of subject/verb agreement by making subjects and verbs agree in both Spanish and English and adjusting these when answering a question
<p>Alignments: CCSS: 3.SL.1c,d; 3.SL.3 Performance: 1.6, 2.2 Knowledge: (CA) 1 WLCLE: WL.4.1b (Level 1); WL.4.1c (Level 4) NETS: 2a,b DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> lead a discussion about the different perspectives of first, second, and third persons and how they exist in any language post questions on Edmodo and students will use iPads to access Edmodo and answer the questions in both Spanish and English to demonstrate how the subject verb must agree in both languages look at the answers posted to evaluate responses and make comments as to how students should correct their responses and students will repost responses using the teacher comments to guide changes that are made Students will: <ul style="list-style-type: none"> use their own words to write explanations of first, second, and third person perspectives write descriptions of how the subject and verb should change when asking and answering questions emphasizing the perspective changes change the subject and verb by answering a question in English change the subject and verb by answering a question in Spanish and relate that change to what occurs in English 		

- listen to a conversation on the iPad using www.classzone.com and create questions to ask a classmate and:
 - ask those questions to a classmate who will provide an answer making all necessary changes to the sentence
 - write out the questions and answers before speaking them to a classmate

Assessments/Evaluations

- Formative:
 - Students will:
 - write explanations of first, second, and third person perspectives on their note sheets. Teacher will walk around the classroom and observe answers being written and discuss common mistakes with the class
 - change the subject and verb when answering a question in English and Spanish and:
 - questions will be provided by the teacher on the SMART Board
 - answers will be shared on the SMART Board to then be discussed and corrected together as a class
 - change the subject and verb when answering a question in English and Spanish and:
 - questions will be provided by the teacher through Edmodo
 - students will post responses through Edmodo
 - student answers will be evaluated by the teacher
 - using the teacher comments, students will correct their responses and repost them through Edmodo
- Summative:
 - Students will write questions based on answers given making sure to have chosen the correct subject and have the verb agree with that subject as part of the teacher-generated unit 3.1 assessment.

Sample Assessment Questions

- Students will write questions based on the following answers given:
 1. Tengo un sándwich **porque tengo mucha hambre**. – I have a sandwich because I am very hungry.
Answer: ¿Por qué tienes un sándwich? – Why do you have a sandwich?
 2. **La maestro** tiene sed. – The teacher is thirsty.
Answer: ¿Quién tiene sed? – Who is thirsty?

Instructional Resources/Tools

- Points of View note sheet
- SMART Board with notebook files containing:
 - questions in English and Spanish for students to answer
 - answers in English and Spanish for students to write questions
- 3.1 Grammar quiz
- iPad with link to Edmodo with questions posted to which students are to respond

Literacy Connections

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
 - d. Explain their own ideas and understanding in light of the discussion
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

Cross Curricular Connections

- ELA: Speaking and writing Standard English including grammar and usage

Strand	Comparisons	
Mode	Cultural Comparisons	
<p style="text-align: center;"><u>Standards</u></p> <p>G. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Identify the countries of the Spanish-speaking world and in what parts of the world they are located Identify differences between the Spanish spoken in Spain and the Spanish spoken in Mexico Identify differences between the English spoken in the United States and other English-speaking countries and compare to the Spain/Mexico differences
<p>Alignments: CCSS: 3.SL.1a-d; 3.SL.3; 3.SL.6; 3.L.1a,d-f Performance: 1.6, 3.5 Knowledge: (CA) 7 WLCLE: WL.4.2b (Level 1) NETS: 1b; 2b DOK: 2</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> The teacher: <ul style="list-style-type: none"> presents the Spanish-speaking countries to the class by: <ul style="list-style-type: none"> labeling them on a map demonstrating a mnemonic device to help them remember the names of the countries Students will: <ul style="list-style-type: none"> come up with their own mnemonic device to remember the country names share these methods with the class will give examples of differences in the way English is spoken in the United States and how it is spoken in other English-speaking countries and students will make a list of differences they are aware of among these countries: <ul style="list-style-type: none"> England Australia Ireland Jamaica 		

- will demonstrate differences in pronunciation and vocabulary between Spain and Mexico and students will create a list of some of the differences
- provides maps that are cut apart and students reassemble them and then label each Spanish-speaking country
- Students will:
 - identify the countries on a teacher provided list that speak Spanish and eliminate those listed that do not
 - label the Spanish-speaking countries on a map
 - use a variety of apps and websites through the use of an iPad to label Spanish-speaking countries and create maps of the Spanish-speaking world
- Two students stand at a map of the Spanish-speaking countries and as the teacher reads the name of a country, the students race to be the first to locate the country named by hitting it with a fly swatter

Assessments/Evaluations

- Formative:
 - Two students stand at a map of the Spanish-speaking countries and as the teacher reads the name of a country, the students race to be the first to locate the country named by hitting it with a fly swatter. Teacher observes the activity
 - The teacher provides maps that are cut apart and has the students reassemble them and then label each Spanish-speaking country while observing the activity
- Summative:
 - Students will identify the countries on a teacher provided list that speak Spanish and eliminate those listed that do not. Then they will label the Spanish-speaking countries on a map. The teacher will grade both the list and the map

Sample Assessment Questions

- Eliminate the countries that do not speak Spanish and replace them with countries that do speak Spanish but were not included on the list:
 1. Brazil
 2. Paraguay
 3. Honduras
 4. Jamaica

Instructional Resources/Tools

- Map of Spanish-speaking countries
- Textbooks
- Preliminary Unit Map worksheets
- Language Differences note sheet
- Pronunciation notes
- SMART Board with notebook file of map of Spanish-speaking countries
- Map puzzle
- iPad with apps and websites (such as the app Educations) to practice labeling Spanish-speaking countries and to create their own maps of the Spanish-speaking world

Literacy Connections

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
 - d. Explain their own ideas and understanding in light of the discussion
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
 - d. Form and use regular and irregular verbs
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses
 - f. Ensure subject-verb and pronoun-antecedent agreement

Cross Curricular Connections

- Social Studies: Students will learn elements of geographical study when identifying locations of Spanish-speaking countries

Strand	Communities	
Mode	Language Use within and beyond the Classroom	
<p style="text-align: center;"><u>Standards</u></p> <p>H. Use language both within and beyond the school setting</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Describe the Cinco de Mayo holiday Compare the common beliefs and celebrations that surround this holiday in America to those in Mexico
<p>Alignments: CCSS: 3.SL.1a,d; 6-8.RH.7; 6-8.RH. Performance: 2.3, 4.1 Knowledge: (CA) 6 WLCLE: WL.5.1b (Levels 1 & 4) NETS: 3b,c DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> use iPads to research Cinco de Mayo and how it is celebrated in Mexico and how it is celebrated in the United States create a: <ul style="list-style-type: none"> list of common ways Cinco de Mayo is celebrated in America second list of actual practices based on what they read write a brief reflection drawing conclusion about how they think this holiday should be celebrated based on the history of the holiday 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> <u>Formative:</u> <ul style="list-style-type: none"> Students will create a list of common practices used to celebrate Cinco de Mayo in the United States and what and how they think it is celebrated After researching Cinco de Mayo, students will create a list of actual practices used to celebrate Cinco de Mayo in Mexico and why they observe this holiday 		

<ul style="list-style-type: none"> • <u>Summative:</u> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • write a paragraph describing: <ul style="list-style-type: none"> • how they think Cinco de Mayo should be celebrated in the United States • what practices would more accurately reflect the real meaning of this holiday <p>Their descriptions should include all aspects of a holiday celebration:</p> <ul style="list-style-type: none"> • Food • Decorations • Ceremonies and more serious observances • Mood/tone of celebration <ul style="list-style-type: none"> • The teacher will read writings and give descriptive feedback based on whether students met criteria on a teacher-created scoring guide
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Sample from teacher-created scoring guide: Paragraph to include information on the following aspects of the Cinco de Mayo celebration: <ul style="list-style-type: none"> • Food • Decorations • Ceremonies and more serious observances • Mood/tone of celebration <p>of each component of celebration</p>
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Cinco de Mayo article • Teacher-created scoring guide
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion d. Explain their own ideas and understanding in light of the discussion • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts • Analyze the relationship between a primary and secondary source on the same topic

Cross Curricular Connections

- ELA: Students will participate in discussions of cultural events
- Social Studies: Students will gain knowledge of cultural traditions

Strand	Communities	
Mode	Language Use for Personal Enjoyment and Enrichment	
<p style="text-align: center;"><u>Standards</u></p> <p>I. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Design a presentation about themselves in Spanish demonstrating use of the vocabulary and grammar learned throughout the course • Create a written reflection in English on what they have learned in the course and how it could benefit them in the future (i.e., college, military, etc.). Include this writing as the culminating reflection for their Spanish 1 portfolios
<p>Alignments: CCSS: 3.W.1a; 3.W.2a Performance: 2.1, 2.3 Knowledge: (CA) 4 WLCLE: WL.5.2b (Levels 1 & 2); WL.2c (Level 2); WL.5.2d (Levels 2 & 3) NETS: 1b; 2b DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher: <ul style="list-style-type: none"> • shares their experience with foreign language and how they benefit from knowing another language • leads a discussion about why someone would learn a foreign language and students will answer a questionnaire, through the poll feature on Edmodo, providing information about why they chose to take a foreign language • outlines vocabulary and grammar learned throughout the course and identifies expectations for cumulative portfolio entries • gives examples of presentations that did and did not meet expectations • gives examples of portfolios that did and did not meet expectations 		

- Students will:
 - pair and share information about the reasons and future benefits of learning a foreign language
 - design a presentation about themselves in Spanish demonstrating the use of vocabulary and grammar learned throughout the course and present to the class for feedback and evaluation aligned with teacher created scoring guide
 - use iPads and select an app (such as HaikuDeck) that best fits the type of presentation they want to create about their learning throughout the course
 - create a written reflection in English on what they have learned in the course and how it could benefit them in the future (i.e., college, military, etc.). The teacher provides prompts to guide student writing and then students will include this work in their electronic portfolios. By this time in the course students will have had prior experience in reflective writing from previous units

Assessments/Evaluations

- Formative:
 - Pair and share discussions:
 - Student pair share benefits to taking a foreign language and why someone should take a foreign language class
 - Teacher:
 - provides questions and/or topics to promote discussion
 - observes discussions and shares some discussion points with the whole class after pair and share activity
 - Language folders:
 - Students will create language folders in their electronic portfolios (using an app such as Evernote) summarizing the main topics learned throughout the course
 - Folders will include:
 - the topics
 - the key rules and uses of each topic
 - examples of its use
 - The teacher will provide a checklist of topics to be included to ensure none are forgotten
 - Reviews of each topic will be conducted by the teacher and the entire class on the SmartBoard
 - Further review sheets and/or note sheets will be handed out and discussed based on observations made by the teacher during whole class review

<ul style="list-style-type: none"> • <u>Summative:</u> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • design a presentation about themselves in Spanish demonstrating use of the vocabulary and grammar learned throughout the course • present to the class for feedback and evaluation aligned with teacher created scoring guide • create a written reflection in English on what they have learned in the course and how it could benefit them in the future (i.e., college, military, etc.) • The teacher provides prompts to guide student writing and then students will include this work in their portfolio. By this time in the course students will have had prior experience in reflective writing from previous units
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Sample discussion points for pair and share activity: <ul style="list-style-type: none"> • Why should someone take a foreign language class? • What benefits will someone gain from taking a foreign language class? • How does learning a foreign language differ from other skills you have learned? • How do you think you will benefit from taking a foreign language?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Discussion topics list • Manila folders • Grammar and vocabulary notes from each unit throughout the course • Presentation scoring guide • Student portfolios – stored in their accounts on the student-assigned iPads • iPad with several different presentation apps from which students select one to use for his/her individual presentations • iPad with organizational/storage apps (such as Evernote) for student electronic portfolios
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons • Write informative/explanatory texts to examine a topic and convey ideas and information clearly <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: Students will write a formal report/reflection in English of what they have learned during the course