

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Spanish

**Course Length:** Full Year

**Grade:** 3rd

**Date Last Approved:** March 18, 2021

### Stage 1: Desired Results

#### **Course Description and Purpose:**

**Vision:** The vision of the Swallow Spanish language program is to equip students with the skills to communicate in multiple contexts as a contributing global citizen.

**Mission:** To provide high quality Spanish instruction within a nurturing environment at a developmentally critical time in a student's language development. Students will be able to communicate in Spanish while being exposed to the practices and perspectives unique to Spanish-speaking cultures.

During third grade students will progress through the novice levels of the ACTFL proficiency levels within thematic based units. The program is thematically based in third grade and covers the themes of my/our body and health.

#### **Enduring Understanding(s):**

- Students will understand that people and creatures around us look different.
- Students will be able to decipher which foods are healthy or not and make good balanced choices. Students will consider healthy habits, self-care and physical and mental activities for a healthy life.

#### **Essential Question(s):**

- What do people and creatures around you look like?
- Are you able to help solve a mystery by identifying a person or creature based on detailed description and clues?
- What should we eat to have a healthy body?
- How can we be healthy: including physical, mental and social health.

#### **Learning Targets:**

1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.
2. Students can understand written and spoken instructions and texts appropriate to their level.
3. Students can communicate basic information on familiar topics; orally and in writing.

### Stage 2: Learning Plan

#### **I. Welcome to Language Class**

- A. What is proficiency
  - a. Levels of proficiency
  - b. Progression through levels
  - c. Language goal setting
  - d. Modes of communication

#### **Standards:**

World Readiness Standards: Language Comparisons  
World Readiness Standards: Making connections

#### **Learning Targets Addressed:**

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orally and in writing.

**Key Resources Used:**

- YouTube
- Rockalingua

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"><li>• Identify modes of communication</li><li>identify proficiency levels</li></ul>
Formative	Knowledge	<ul style="list-style-type: none"><li>• Identify and explain modes and proficiency</li></ul>
Summative	Skill	<ul style="list-style-type: none"><li>• Set and monitor a proficiency goal</li></ul>

**II.Solving a Mystery/ ¿Quién es?**

- A. Calendar
- B. Emotions/Feelings
- C. Body Parts
- D. Descriptive vocabulary (adj)

**Standards:**

World Readiness Standards: Language Comparisons

World Readiness Standards:Making connections

**Learning Targets Addressed:**

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**Assessment Map:**

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"><li>• whole group practice with strong visual support</li><li>• Describe self and others</li></ul>
Formative	Skill Knowledge	Partner and small group practice <ul style="list-style-type: none"><li>• interpret spoken description and translate/ draw on whiteboard</li><li>• Solve mystery with clues</li></ul>
Summative	Product	<ul style="list-style-type: none"><li>• Draw, describe and present a</li></ul>

	<table><tr><td></td><td></td><td><ul style="list-style-type: none"><li>unique costume or pinata to class</li><li>Ask and answer questions about what others look like</li><li>Interpret spoken and written clues to identify character</li></ul></td></tr></table>			<ul style="list-style-type: none"><li>unique costume or pinata to class</li><li>Ask and answer questions about what others look like</li><li>Interpret spoken and written clues to identify character</li></ul>									
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<b>III. Mi plato sano/ My healthy plate</b> A. Healthy foods B. 5 food groups C. Other cultures healthy foods	<p><b>Standards:</b> World Readiness Standard: Language Comparisons World Readiness Standards:Making connections</p> <p><b>Learning Targets Addressed:</b> 1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics. 2. Students can understand written and spoken instructions and texts appropriate to their level. 3. Students can communicate basic information on familiar topics; orally and in writing.</p> <p><b>Assessment Map:</b></p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Skill</td><td><ul style="list-style-type: none"><li>Whole group Interpretive listening with strong visual support:</li><li>Healthy foods that they hear for 3 different meals</li><li>Identify healthy foods from around the world</li></ul></td></tr><tr><td>Formative</td><td>Knowledge</td><td><ul style="list-style-type: none"><li>Small group and Partner activities with strong visual support</li><li>Battleship Lunchbox.</li></ul></td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none"><li>Create and present a “Plato Sano”.</li><li>Present one of the skits from 4 possible scenarios or make 3 meals for a day and tell us what foods you are going to eat for each meal.</li></ul></td></tr></table>	Type	Level	Assessment Detail	Practice	Skill	<ul style="list-style-type: none"><li>Whole group Interpretive listening with strong visual support:</li><li>Healthy foods that they hear for 3 different meals</li><li>Identify healthy foods from around the world</li></ul>	Formative	Knowledge	<ul style="list-style-type: none"><li>Small group and Partner activities with strong visual support</li><li>Battleship Lunchbox.</li></ul>	Summative	Product	<ul style="list-style-type: none"><li>Create and present a “Plato Sano”.</li><li>Present one of the skits from 4 possible scenarios or make 3 meals for a day and tell us what foods you are going to eat for each meal.</li></ul>
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<b>IV. Soy Activo/I am active</b> A. Activities I can do to be healthy B. Activities around the house to stay healthy C. Activities to do with friends D. Activities to do in groups or teams	<p><b>Standards:</b>World Readiness Standard: Language Comparisons World Readiness Standards:Making connections</p> <p><b>Learning Targets Addressed:</b> 1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics. 2. Students can understand written and spoken instructions and texts</p>												

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**Key Resources Used:**

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**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"><li>• Whole group Interpretive listening with strong visual support: healthy activities and habits</li></ul>
Formative	Skill	<ul style="list-style-type: none"><li>• Small group and Partner Activities<ul style="list-style-type: none"><li>○ Charades</li><li>○ Matamoscas</li></ul></li></ul>
Summative	Product	<ul style="list-style-type: none"><li>• Create a graph after asking and answering questions about classmates' favorite healthy activities.</li><li>• Create a class video to present their findings.</li></ul>