

# World Language FLES Program

## Curriculum Unit Outline

### Grade 3

The primary goal of the FLES program is effective, communicative proficiency in Spanish. Language acquisition is a cumulative, ongoing process and accuracy is the result of deliberate interpretive and presentational experiences. All unit goals and objectives will be continually reinforced and revisited throughout the year. Spanish is taught in context through the use of songs, games, books, crafts, and activities. The Spanish curriculum connects to and expands on topics taught in other disciplines, such as Language Arts, Social Studies, Math, Music, Physical Education, and Art. By enhancing and expanding other content areas, World Language study supports Common Core Standards in those areas. Technology is a tool to access information, make lessons more engaging, and provide students with opportunities to communicate with students in Spanish speaking countries. Second grade students will learn the alphabet and begin writing Spanish words, generally just copying words in their personal dictionaries.

#### **World-Readiness Standards for Learning Languages:**

**Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

**Cultures: Interact with cultural competence and understanding**

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations**

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence**

- 4.1 Language Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world**

- 5.1 Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Yearly Theme: Global Challenges: What is the world like? How do I interact with the world around me? How do my actions influence the local and global community?**

**Essential Questions:**

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?
- How do I negotiate meaning when I don't have all the vocabulary I need or I can't understand every word the person is saying?
- How do different regions of the world differ in land formations and climate?
- How do my actions affect the local and global community?

**Enduring Understandings:**

**Students will understand that:**

- People in other countries and other cultures communicate using different words to name objects and ideas.
- In order to better understand people of a different culture we must speak their language.
- Repetition and gestures are important communication strategies for novice L2 speakers to help them negotiate meaning.
- Different regions of the world have different land formations and different climates.
- I can have a positive effect on the local and global community.

**UNIT 1 – 4 weeks**

<p><b>Objectives:</b></p> <p>THEME: Getting to Know Ourselves and Each Other (review) (Unit 1 – Semanas 1-4)</p>	<ul style="list-style-type: none"> <li>• Student will interact with teachers and peers using greetings and farewells in Spanish. (1.1) (1.2)</li> <li>• Students will state their names using Spanish construction. (1.2) (1.2)</li> <li>• Students will review the Spanish alphabet and the sound they make. (1.1) (1.2) (3.1)</li> <li>• Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will identify emotions of characters. (1.1) (1.2)</li> <li>• Students will review the calendar. (1.1) (1.2) (3.1)</li> <li>• Students will identify weather. (1.1) (1.2) (3.1)</li> <li>• Students will identify family relations. (1.1) (1.2)</li> <li>• Students will count 1-100. (1.1) (1.2) (3.1)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> </ul>
<p><b>Language:</b></p>	<p><i>Review vocabulary: greetings, farewells, me llamo...; meses del año, días de la semana, tiempo, estaciones birthday, party, gifts, piñata, name</i></p> <p><i>Alphabet, weather, family</i></p> <p>Numbers 1-100</p> <p>New words: titles: señor, señora, doctor, etc.</p> <p>Books: <u>La familia; Agú, Agú, Agú (review from last year)</u></p> <p>Song: <i>review a variety of songs from the past 2 years (Canten; familia grande, frutas, etc.)</i></p> <p>Video: Peppa Pig</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> alphabet; character emotions</p> <p><b>Math:</b> Counting and One-to-One Correspondence; Calendar</p> <p><b>Music and Physical Education:</b> Rhythm and Movement</p> <p><b>Science:</b> Weather, seasons, weather</p> <p><b>Social Studies:</b> Celebrations, months, days, family</p>



**UNIT 2 – 8 weeks**

<p><b>Objectives:</b></p> <p>THEME: Character traits</p> <p>(Unit 2 Semanas 1-4 Unit 8 Semanas 1-4 (celebraciones))</p>	<ul style="list-style-type: none"> <li>• Students will sing Spanish version of English song and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will express emotional state. (1.1) (1.2)</li> <li>• Students will describe themselves and their personality. (1.2) (1.2)</li> <li>• Students will identify people and places in the community. (1.1) (1.2) (2.1) (2.2) (3.1)</li> <li>• Students will identify professions in the L2 and the L1 cultures. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> </ul>
<p><b>Language:</b></p>	<p>Description vocabulary: tall, short, fat, thin, happy, etc. – talk about characters in books</p> <p>House vocabulary: types of houses and rooms of the house</p> <p>Clothing vocabulary - extension</p> <p>People (professionals) and places in the community</p> <p>Book: <u>Julius el rey de la casa</u>; <u>Prudencia se preocupa</u>; <u>Crisantemo</u>; <u>Harry, el perrito sucio</u>; <u>¡Tengo que ir!</u>; <u>La princesa vestida con una bolsa de papel</u>; <u>Azúcar</u>; <u>50 grados bajo cero</u>; <u>Pato para presidente</u>; <u>The Bossy Gallita</u></p> <p>Song: “The More We Get Together”, “If you’re happy and you know it...”; A vestirse; Holiday songs <a href="https://youtu.be/rwWzMvPyVXA">https://youtu.be/rwWzMvPyVXA</a>; <a href="https://youtu.be/TxWugQUw2us">https://youtu.be/TxWugQUw2us</a>; <a href="https://youtu.be/HfcrHBfqOgo">https://youtu.be/HfcrHBfqOgo</a>;</p> <p>Video: Peppa Pig: Disfaces; Zapatos; Día de la limpieza</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> Personality traits – characters (and emotions)</p> <p><b>Music and Physical Education:</b> Rhythm and Movement</p> <p><b>Social Studies:</b> Emotions and Personality traits; Connections across Communities</p>



**UNIT 3 – 4 weeks**

<p><b>Objectives:</b></p> <p>THEME: Healthy Habits</p> <p>(Unit 5 Semanas 1-4)</p>	<ul style="list-style-type: none"> <li>• Students will identify body parts. (1.1) (1.2)</li> <li>• Students will identify foods and categorize them as healthy or unhealthy. (1.1) (1.2) (3.1)</li> <li>• Students will explain their likes and dislikes. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2)</li> <li>• Students will describe the tastes of certain foods. (1.1) (1.2)</li> <li>• Students will identify healthy habits and lifestyles (sports). (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)</li> <li>• Students will sing Spanish version of English song and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> </ul>
<p><b>Language:</b></p>	<p>Vocabulary: body parts, foods, <i>me gusta/n</i>, 5 senses, items used to eat (fork, spoon, dish, glass, knife, napkin, etc.), adjectives – delicious, sweet, spicy, hot, etc.), sports</p> <p>Book: <u>¿Cómo se cuidan los dinosaurios?</u></p> <p>Song: <i>El resfrío; Al saltar la cuerda; Toalla, esponja, y jabón</i></p> <p>Video: Peppa Pig: Cuento para ir a dormir; El catarro de George; Día de deportes</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> nonfiction texts</p> <p><b>Music and Physical Education:</b> Rhythm and Movement</p> <p><b>Science:</b> Healthy habits: body parts and foods</p>



**UNIT 4 – 10 weeks**

<p><b>Objectives:</b></p> <p>THEME: Land formations and Animals (directions, communities, habitats, animals of various habitats – Connecticut and the Northeast compared with Mexico) (Unit 3 Semanas 1-4 Unit 4 Semanas 1-4)</p>	<ul style="list-style-type: none"> <li>• Students will identify land formations in various climates and regions of the world. (1.1) (1.2) (3.1)</li> <li>• Students will give directions to places on a map. (1.1) (1.2) (1.3) (3.1) (4.1) (4.2)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> <li>• Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will count by 5’s and 10’s.</li> </ul>
<p><b>Language:</b></p>	<p>Land formation words: directions, rivers, ocean, seaports, mountains, deserts, rain forest, beach, compass rose, etc. Identify animals and weather of various regions ¿Dónde está? Commands and the verb “ir” school – items in the class <i>review time on the hour, seasons, weather, clothing</i> Create: a brochure for a Mexican town (compare with CT) Book: <u>Vuelo de Quetzal</u>; <u>Espera y verás</u>; <u>Abuelita fue al mercado</u>; <u>La mariquita malhumorada</u>; <u>Si llevas un ratón a la escuela</u>; <u>La sorpresa del salón</u>; <u>El club de Español marcha a México</u>; Song: <i>Nos vamos de viaje</i>; <i>Por el río</i>; <i>La lluvia</i> Video: Peppa Pig: <i>Entre las rocas</i>; <i>Fiesta del colegio</i></p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> nonfiction texts <b>Math:</b> Counting by 5’ and 10’s; time on the hour <b>Music and Physical Education:</b> Rhythm and Movement <b>Science:</b> animals and habitats; seasons and weather <b>Social Studies:</b> directions, communities and land formations around the world</p>



**UNIT 4 – 8 weeks**

<p><b>Objectives:</b></p> <p>THEME: Conservation</p> <p>(Unit 6 Semanas 1-4 Unit 7 Semanas 1-4)</p>	<ul style="list-style-type: none"> <li>• Students will identify animals of various habitats and discuss their needs. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)</li> <li>• Students will identify matter. (1.1) (1.2) (3.1) (3.2) (4.2)</li> <li>• Students will identify shapes. (1.1) (1.2) (3.1)</li> <li>• Students will sing traditional Spanish songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)</li> <li>• Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)</li> </ul>
<p><b>Language:</b></p>	<p>Conservation vocabulary: global warming, deforestation, endangered animals, protection, rocks, minerals, solids, liquids, and gasses          Identify parts of animals and humans – non fiction          Professions: technology          Books: <u>Formas de materia; Stelaluna; Las rocas, los minerales, y el suelo; El avión de Ángela;</u> non-fiction animal books          Song: “Recicla, reutiliza, reduce”          Video: Peppa Pig: Reciclaje; Vacaciones en avión</p>
<p><b>Connections to Content Areas:</b></p>	<p><b>Language Arts:</b> Nonfiction texts  <b>Music and Physical Education:</b> Rhythm and Movement  <b>Science:</b> global warming, climate change, matter</p>

## Assessment

- **Students will present their Portfolio of Spanish Work at a Celebration for their parents and the community.**
- **Parent survey**
- **Teacher survey**
- **Standards added to report card: student can identify emotions, foods, and places in the community; they can identify parts of the life cycle of some plants and animals; they can describe basic characters of familiar fairy tales with limited memorized vocabulary, etc.**

**Materials:** videos, songs, stories, games, art supplies

**Online:** Babytv español; Calico; Spanish playground; Hispanic culture on line; Toobys; Hippa, Hippa, Hey, Mama Lisa's World; myspanishgames.com; spanishtown.ca

**Books:** Hispanic Games and Rhymes; Let's Play Games in Spanish; Teach me Spanish; Teach me more Spanish; Story books (like those mentioned above); Play and Learn Spanish; nonfiction readers