

Spanish Curriculum

Third Grade

By the end of third grade, students will identify letter sound relationships and recognize new words by the use of phonics skills and word patterns. Third graders will know how to express and use letter sound relationships so that they can demonstrate comprehension through the use of context clues. They will be able to apply word relationships to other subject areas and will begin to use the skills to read appropriate books, write sentences, and listen to and speak in Spanish.

Archdiocese of Santa Fe Standard 1: Communication
Students increase their knowledge and understanding of the Spanish language and become active participants in our multilingual and multicultural society.

NSFLE Standard 1: Communication
Students communicate in languages other than English.

NSFLE Standard 3: Connections
Students connect with other disciplines and acquire information.

NSFLE Standard 4: Comparisons
Students develop insight into the nature of language and culture.

NSFLE Standard 5: Communities
Students participate in multilingual communities at home and around the world.

These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.

Essential for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate the student has achieved the Learning Outcome)	BEST PRACTICES
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
A. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.		
1. Demonstrate an understanding of basic instructions by responding to simple oral directions and giving simple directions to peers.	<ul style="list-style-type: none"> • Role-play: Respond to simple oral directions given by teacher. • Role-play: Give simple directions to peers. 	
B. Students understand and interpret written and spoken language on a variety of topics, including the appropriate article.		
1. Recite numbers 0 to 50 by counting by 2's to 50, by 5's to 50, and by 10's to 50.	<ul style="list-style-type: none"> • Demonstrate and recite numbers 0 to 50 by counting by 2's to 50, by 5's to 50, and by 10's to 50. 	
2. Identify 11-20 (written).	<ul style="list-style-type: none"> • Recognize correct spelling for numbers 11-20. 	
3. Incorporate body parts and articles of clothing according to seasons.	<ul style="list-style-type: none"> • Verbally: Associate body parts and articles of clothing according to seasons through literature, music, games, illustrations, pictures, and symbols. 	
4. Understand and apply knowledge of weather vocabulary in relation to seasons when engaging in dialogues.	<ul style="list-style-type: none"> • Speaking practice: Dialogues stating weather in relation to seasons. 	
5. Use the format for saying and writing the date in Spanish.	<ul style="list-style-type: none"> • State and write the correct format. 	
6. Use today, tomorrow, and yesterday to	<ul style="list-style-type: none"> • Sequencing: Use key words/phrases to 	

express dates.	express dates (i.e., <i>Ayer fue viernes, 8 de junio del 2012; Hoy es sábado, 9 de junio del 2010; mañana será domingo, 10 de junio del 2012</i>).	
7. Listen to, identify and recite classroom vocabulary.	<ul style="list-style-type: none"> Identify classroom vocabulary through illustrations, pictures and inside the classroom. 	
8. Begin to identify idioms with <i>tener</i> .	<ul style="list-style-type: none"> Discuss and associate idioms with <i>tener</i> (i.e., <i>Tengo calor; tengo frío; tengo hambre; tengo sueño</i>). 	
C. Students demonstrate ability to present information, concepts, and ideas on a variety of topics and understand the mechanics of how the Spanish language works.		
1. Know the rules of agreement between gender, number, and placement with adjectives.	<ul style="list-style-type: none"> Write complete sentences without grammatical mistakes. 	
2. Recognize and understand the meaning of singular subject pronouns.	<ul style="list-style-type: none"> Identify and transfer from one language to the other the correct translation. 	
3. Interpret visually, orally, and in written form with material provided.	<ul style="list-style-type: none"> Demonstrate orally and in written form a mixture of vocabulary words, and phrases (i.e., greetings, commands, numbers, body parts, family members, shapes, animals, and calendar) and idioms with <i>tener</i> through literature, music, games, illustrations, pictures, and symbols. 	

Archdiocese of Santa Fe Standard 2: Culture
Students attain knowledge and understanding of the Spanish Culture.

NSFLE Standard 2: Cultures
 Students gain knowledge and understanding of other cultures.

NSFLE Standard 4: Comparisons
 Students develop insight into the nature of language and culture.

These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.

Essential for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
A. Students demonstrate an understanding of the relationship between the cultural practices of the Spanish language.		
1. Distinguish basic uses between <i>Tú</i> and <i>Usted</i> .	<ul style="list-style-type: none"> • Explain the basic uses between <i>Tú</i> and <i>Usted</i> with examples. • Use <i>Tú</i> and <i>Usted</i> in a correct setting within a conversation. 	
2. Learn about abbreviated titles including <i>Don</i> and <i>Doña</i> .	<ul style="list-style-type: none"> • Explain the uses of the titles <i>Don</i> and <i>Doña</i> with examples. 	

Archdiocese of Santa Fe Standard 3: Students will enhance their understanding of Catholic faith and heritage through study of the Spanish language and culture.

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Essential for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
A. Students use the Spanish language and authentic sources to reinforce content learned in the area of religion.		
1. Recite the “Our Father” (<i>El Padre Nuestro</i>).	<ul style="list-style-type: none"> • Demonstrate order of the prayer, putting the lines in correct sequential order in Spanish. 	
2. Sing liturgical songs (i.e., <i>Cordero de Dios</i> [words can be found in <u>Flor y Canto</u>]).	<ul style="list-style-type: none"> • Participate and sing with clarity the liturgical songs at the appropriate time, during Student Mass. 	
3. Be familiar with and articulate Mass responses in Spanish.	<ul style="list-style-type: none"> • Follow the Mass, and orally respond in Spanish using the correct response to prayers. 	