

Englewood Public School District

World Language, Spanish-Fourth Grade

First Marking Period

Unit 1: Greetings & Farewells, Plurals, the alphabet, our classroom, cognates, and Hispanic Heritage Month: Famous People and Music

Overview: During this unit, students will learn the Spanish language and Hispanic culture using songs, poems, videos, and hands-on learning. Students will learn how to greet others, express themselves in a positive manner, say farewell, and explore the classroom environment. Students will also focus on Spanish language arts with a focus on the alphabet, cognates, singular and plural words as well as the verb to be. They will also celebrate the Hispanic culture by learning about famous Hispanic people, music, dance, and art. Students will develop listening comprehension skills, oral and written language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills and content area knowledge.

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *They can interact with others using Spanish vocabulary.*
- *They can greet others in Spanish using memorized phrases and culturally appropriate gestures.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can use and understand words of praise and simple commands in Spanish.*
- *They can identify and label items into specific categories based upon color, number, size, or function.*
- *They can identify and use singular and plural words in Spanish.*
- *They can use English cognates to acquire new Spanish vocabulary and vice versa.*
- *They can learn about different Hispanic cultures, people, music, and art.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How can I use Spanish vocabulary that I know to identify and describe people, places, and things?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language improve my geography and social studies skills?*
- *How does learning a foreign language improve my oral and written language skills?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me appreciate visual and performing arts?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during</p>	<p>Topics</p> <p>Greetings, Farewells, plural and singular words, the alphabet, the classroom, cognates, the verb to be, Hispanic Heritage Month, music and dance from Latin American countries, and famous Latinos</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Communicate their name and use Spanish 	<p>Following direct instruction about various Spanish greetings, students will take turns greeting one another in Spanish using dialog of medium complexity (NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Following a teacher led lesson on vocabulary Students will work in small groups to create post-it note labels for classroom objects (NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will independently complete a school supply search using a visual checklist (NJSLSA.R.I.4,)</p> <p>Students will work in small groups to create a song using classroom items (NJSLSA.SL.4.1, CRP4, CRP6, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p>	<p>Woodward Spanish Infographic- <u>Unit 1 Los Saludos</u></p> <p>School Supply Search <u>http://www.spanishplayground.net/wp-content/uploads/2014/08/school-supply-search-final-3.png</u></p> <p>Spanish Alphabet Pictures <u>https://www.spanishplayground.net/wp-content/uploads/2013/08/spanish-alphabet-activities.pdf</u></p> <p>Creating Plurals in Spanish <u>https://youtu.be/ICy40qPMGis</u></p> <p>Cognates for Conversation <u>https://www.spanishplayground.net/wp-content/uploads/2014/02/Cognates-for-conversation-printable.pdf</u></p> <p>Cognate poster <u>https://www.spanishplayground.net/wp-content/uploads/2014/02/cognates-poster.pdf</u></p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments: Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>All levels-Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are speaking, completing activities, and singing</p> <p>B & I-Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents targeted Spanish vocabulary for given unit</p> <p>B-Students will sing Spanish school supply song</p>

<p>greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic</p>	<p>greetings and farewells appropriately</p> <ul style="list-style-type: none"> • Listen to, learn, and sing Spanish songs • Understand and say Spanish rhymes, songs, or poems • Use dialog of medium complexity to practice greetings and farewells • Use appropriate gestures when greeting others, leaving others, and in daily interactions • Ask and answer questions in target language. • Understand and use common Spanish expressions • Learn about the different countries where Spanish speakers live • Learn about the Hispanic Heritage month in the United States • Identify music and dances from Hispanic countries • Learn about famous Hispanic people • Learn, read, and write the Spanish alphabet • Understand the difference between 	<p>Students will choral read the Spanish Alphabet and identify things that begin with the initial letter ()</p> <p>Students will use picture labels to create a Spanish alphabet book NJSLSA.W.4.2, CRP6,)</p> <p>Following a teacher led direct instruction lesson on singular and plural nouns, students will work in pairs to change singular nouns into plural nouns (NJSLSA, SL.4.1, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will work independently to change plural nouns into singular nouns ()</p> <p>Students will work in pairs to categorize nouns into plural or singular (NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2,)</p> <p>Following a teacher direct instruction lesson on cognates, students will work in pairs and practice</p>	<p>How to Do Beginner Footwork https://youtu.be/TurPFqF0Meg</p> <p>“Frida Kahlo and Expression Through Self Portraits”-Scholastic.com https://www.scholastic.com/teachers/lesson-plans/teaching-content/frida-kahlo-and-expression-through-self-portraits-lesson-plan/</p> <p>Additional Spanish music and resources can be accessed at NEA.org</p> <p>http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html</p> <p>Practice Spanish Verb Ser http://spanish4teachers.org/files/Spanish_verb_ser_practice_worksheet_Practica_verbo_ser.pdf</p>	<p>I-Students will read the Spanish school supply song and identify 5 items in the classroom</p> <p>A-Students will independently label and identify 10 or more classroom objects using expanded vocabulary</p> <p>H-Students will write the lyrics to a Spanish classroom item song and then sing the song</p> <p>B-Students change three singular nouns into plural nouns</p> <p>I-Students change six singular nouns into plural nouns</p> <p>A-Students will change twelve plural nouns into singular nouns and vice versa and write a complete sentence using a plural and a singular noun</p> <p>H-Students will categorize twelve nouns into singular and plural nouns and write</p>
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<p>materials orally or in writing.</p>	<p>singular and plural nouns and pronouns</p> <ul style="list-style-type: none"> • Learn classroom vocabulary • Expand vocabulary by learning Spanish cognates • Learn the verb to be • Use print, recorded, and digital media to learn Spanish 	<p>using cognates in conversations (NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will work in small group to read, translate, and write Spanish cognates into English (NJSLSA.SL.4.1, NJSLSA.NJSLSA.RI.4.4, NJSLSA.W.4.2, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will listen to songs from Latin-American countries and learn how to identify a Bachata song (6.1.4.A.14, 6.1.4.D.13,)</p> <p>Students will watch a video and learn the basic Bachata dance steps (6.1.4.A.14, 6.1.4.D.13,)</p> <p>Students will listen to a variety of Spanish songs and identify whether or not the song is a Bachata by playing “The Bachata or No game” (6.1.4.D.13,)</p>		<p>grammatically correct sentences for each plural noun.</p> <p>Summative Assessments:</p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p>Alternative Assessment:</p> <p>Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Students will write and/or perform a Bachata song and/or dance</p>
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		<p>Students will learn about the Mexican Icon Frida Kahlo and create self-portraits (6.1.4.D.13,)</p> <p>Following a teacher direct instruction lesson about the verb to be (ser), students will work whole group to practice identifying and writing the verb to be (ser) on the board or on chart paper (NJSLSA.SL.4.1, CRP4,)</p> <p>Students will work independently to write sentences using the verb to be (ser) (NJSLSA.W.4.2, CRP4,)</p>		
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide visual aids • Provide additional time to complete a task • Use graphic organizers 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, technology tools). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in 4th grade appropriate written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Use flexible grouping to support instruction differentiated by content, process, and/or product in order to address student interest • Real world scenarios • Student Driven Instruction • Use project-based Spanish learning to connect Spanish with real life experiences. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs

		<p>authentic, relate to students' interests, social/family background and knowledge of their community.</p> <ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	to extend learning opportunities.
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SOCIAL STUDIES:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.4.A.2 Identifying various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Vocabulary: diálogo-hola, adios, Buenos días, Buenas tardes, Buenas noche, Adios, Nos vemos, Hasta la vista, ¿Como estas? , Muy bien, gracias, hasta luego, si, no, gracias, de nada, **La clase-** Tijeras, libros, escritorio, cinta, tablas, lápices, marcadores, crayones, sillas, sacapuntas, lápices de colores, pluma, computadora, mochila, cuaderno, carpeta, carpeta, papel, tiza, mapa, globo, pizarra, el alfabeto, los cognados, las palabras en plural y singular, el Mes de la Herencia Hispana, la Música, la Danza, los famosos latinos, **ser-yo** soy, tú eres, el, es, ellos son, nosotros somos.

Other vocabulary depending on students language levels

Englewood Public School District

World Language, Spanish-Fourth Grade

Second Marking Period

Unit 2: Hobbies, Food, Articles, Adjectives, Likes & Dislikes, Telling Time, Counting 1-50, Colors and Central American Countries

Overview: During this unit, students will continue to learn the Spanish language using songs, stories, videos, and hands-on learning. Students will learn about hobbies, and adjectives. They will also learn how to ask and answer questions in Spanish. Students will develop listening comprehension skills, oral and written language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills and content area knowledge.

Time Frame: 42 to 46 Days

Enduring Understandings:

Students will understand that...

- *They can interact and play games with others using Spanish vocabulary.*
- *They can identify, label, and name different foods, hobbies, and colors in Spanish.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can understand commands in Spanish.*
- *They can identify the numbers in Spanish.*
- *They can share their opinion about likes and dislikes in Spanish.*
- *They can understand and use adjectives when speaking Spanish.*
- *They can use correct articles in their oral and written Spanish.*
- *They can locate and name Spanish speaking Central American Countries*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How do I share my opinion with others?*
- *What are hobbies?*
- *How can learning Spanish adjectives help improve my language arts skills?*
- *How will asking and answering questions in Spanish help me improve my oral comprehension and speaking skills?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my reading, listening and speaking skills?*
- *How can telling time and counting in Spanish help me improve my math skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.	Topics Hobbies, food, articles, adjectives, likes & dislikes, telling time, counting 1-50, colors and Central American countries <i>Twenty-First Century Themes and Skills include:</i> <ul style="list-style-type: none"> Social and Cross cultural skills The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 	Students will read lyrics and sing a song about hobbies (NJSLSA.RI.4.4, CRP6,) Students will answer a Spanish survey and create a classroom graph of all the different hobbies students enjoy (NJSLSA.RI.4.4, SL.4.1, CRP4, CRP12, 9.2.4.A.2,) Students will work in pairs and exchange dialog about their favorite past time or hobby (NJSLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)	Aficiones/Hobbies https://rockalingua.com/songs/hobbies PowerPoint Activity to Practice Me Gusta https://www.spanishplayground.net/me-gusta-activities-spanish-food/ Spanish for Kids-Adjectives and Describing https://youtu.be/CN4lJq9tsVc “From 1-50 in Spanish” https://youtu.be/iaZj4NVFFtI Las Avenutras del Gorila Max https://youtu.be/SLh86uvgaoc Telling Time Worksheet Creator- Math Aids.com http://www.math-aids.com/Time/Matching_Analog_Digital_Clocks.html	Benchmark Assessment: <ul style="list-style-type: none"> Common Formative Assessment Formative Assessments: Levels-Beginners, Intermediate, Advanced, Heritage Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, listening, speaking, and singing Teacher will observe and/or take anecdotal notes and ask students to name family members and the days of the week. Students will: B -Sing hobbies song I -Name 5 hobbies orally A -Orally name and write 6 different hobbies
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.				
7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.	Objectives Students will <ul style="list-style-type: none"> Understand that it is possible to communicate in a foreign language Listen to, learn, and sing Spanish songs Play matching games related to unit 	Following a teacher led vocabulary lesson, students will work in pairs to ask and answer questions about what foods they like or dislike (NJSLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)		
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.				
7.1.NM.B.5 Exchange information using				

<p>words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<p>vocabulary and/or grammar</p> <ul style="list-style-type: none"> • Ask and answer questions in target language • Use Spanish adjectives to describe color, quantity, and size of objects • Categorize and classify objects • Understand and use common Spanish commands • Read and say the numbers 1-50 in Spanish • Identify and name different types of age appropriate hobbies • Identify, name, and write different foods in Spanish • Tell time in Spanish • Share opinion about likes and dislikes in Spanish • Learn Spanish articles indicating gender and number • Identify and name Central American countries • Use print, recorded, and digital media to learn Spanish 	<p>Students will watch a short video teaching students basic adjectives to describe animals</p> <p>Following a teacher led lesson about descriptive adjectives, students will work in pairs to orally describe hobbies, food, and people in their classroom using learned adjectives (NJSLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will watch a short Spanish video about counting from 1-50, then they will practice counting numbers from 1-50 ()</p> <p>Students will work in small groups and practice naming the number by playing “Name That Number”-Students will hold up number flashcards and take turns naming numbers in Spanish (NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p>	<p>Compare and Contrast Hispanic Countries-Scholastic https://www.scholastic.com/teachers/lesson-plans/teaching-content/compare-and-contrast-hispanic-countries-during-hispanic-heritage-month/ Bingo card generator http://myfreebingocards.com/bingo-card-generator</p>	<p>H-Write about their favorite hobby and describe it using more complex vocabulary</p> <p>B-Students will orally identify 4 objects that are different colors</p> <p>I-Students will orally identify 6 objects that are different colors or quantities</p> <p>A-Student will orally identify and describe 8 or more objects using color words and size words</p> <p>H-Students will orally identify and label 9 or more classroom objects and describe the object by color and number using more complex sentences</p> <p>B- Students will orally count from 1-20</p> <p>I-Students will orally count from 1-50</p>
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		<p>Students will work in small groups to create a Spanish number book from 1-50 (NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Following a teacher led lesson about the four article types el, la, los, and las, students will watch a video about articles ()</p> <p>Students will work in small groups and play the How does it look?" game (¿Como es?) and describe people, places, or things using articles, adjectives, learned unit vocabulary (NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Following a teacher led lesson about telling time, students will practice reading analog and digital clocks in Spanish ()</p> <p>Following a teacher led lesson about Central American Countries, students will conduct a</p>		<p>A-Student will orally identify and write 10 random numbers</p> <p>H- Student will orally identify and write 15 randomly given numbers in Spanish and tell time to the hour in Spanish</p> <p>Students will provide the teacher with audio recordings of themselves demonstrating proficient Spanish language speaking and vocabulary skills</p> <p>Summative Assessments:</p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency</p>
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		<p>Central American country fact hunt (NJSLSA.SL.4.1, 6.1.4.A.14, 6.1.4.D.13, 9.2.4.A.2,)</p> <p>Students will play a game of Spanish Bingo to review unit vocabulary ()</p>	<p>on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings of themselves demonstrating proficient Spanish language speaking and vocabulary skills</p>
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<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide visual aids • Provide additional time to complete a task • Use graphic organizers 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia modeling). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. • Use project-based science learning to connect science with observable phenomena. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SOCIAL STUDIES:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.4.A.2 Identifying various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Vocabulary: Pasatiempos: mi pasatiempo favorito es ... jugar al aire libre, ir al parque, comer, cocinar, bailar, jugar fútbol, jugar deportes, mirar televisión, hablar con amigos, jugar juegos de computadora, jugar videojuegos, leer, dibujar, cantar , pintar, Legos, escuchar música, jugar con mis juguetes, estar con mi familia, me gusta, no me gusta, **Comida-** frutas, verduras, manzanas, tomates, papas fritas, pizza, espagueti, chocolate, maíz, salsa, aguacate, cacahuetes, fresas, calabaza, chips de tortilla, pan, pollo, carne de res, pescado, queso, galletas, pasteles, yogur, batidos, jugo, dulces **Números-1-50, Colores-** marrón, rojo, amarillo, verde, blanco, azul, negro, anaranjado, morado, gris, rosado o rosa, café, colores claros y colores oscuros **adjetivos-**bueno, malo, tamaño, grande, más grande, pequeño, más pequeño, mediano, alto, corto, ancho, estrecho, bonito, feo, aterrador, agradable, malo, bueno, **¿Qué hora es?,** Es la una en punto, Son las diez en punto **artículos-**El, la, los, las, **Países centroamericanos-** Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua y Panamá. **Other vocabulary depending on students language levels**

Englewood Public School District

World Language, Spanish-Fourth Grade

Third Marking Period

Unit 3: Family, Home, Clothing, Weather, Sports, Numbers 51-100 and Comparative Sentences

Overview: During this unit, students will continue to learn the Spanish language using digital media, songs, poems, videos, games, and hands-on learning. Students will learn about items in the home, clothing, the weather and sports. Students will also continue learning how to count from 51-100 in Spanish and they will learn about comparative sentences. Students will develop listening comprehension skills, oral and written language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills and content area knowledge.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can interact and play games with others using Spanish vocabulary.*
- *They can identify, say, and label items found in at home, clothing, and sports in Spanish.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can listen to stories.*
- *They can respond to commands and follow directions in Spanish.*
- *They can identify and label items into specific categories.*
- *They can sing songs in Spanish.*
- *They can identify and name different types of weather patterns.*
- *They can count from 1-100 in Spanish.*
- *They can compare items or people orally and in writing using complete Spanish sentences.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning Spanish vocabulary improve my reading skills?*
- *How does understanding and responding to Spanish commands help me communicate better?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me improve my written language skills?*
- *How does learning Spanish increase my content area vocabulary?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic</p>	<p>Topics</p> <p>Family, home, clothing, weather, sports, numbers 51-100 and comparative sentences</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Identify and label different family members in Spanish • Learn how to describe the weather in Spanish • Listen to, learn, and sing Spanish songs 	<p>Following a teacher led lesson about Martin Luther King Jr., students will work in small groups to complete a chart about him using adjectives (era, tenía, quería): (NJLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will identify, classify and name family members; Mother, father, grandmother, grandfather, son, daughter, sister, brother, baby, aunt, uncle, cousin (padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo) ()</p> <p>Students will create poster size family trees using the correct Spanish labels and use adjectives to describe family members (CRP6,)</p> <p>Students will write sentences comparing family members using</p>	<p><u>Unit 3 MLK Graphic Organizer</u></p> <p>Rockalingua-Music based Spanish Learning https://rockalingua.com/songs/family-members</p> <p>Mi Familia https://www.pinterest.com/pin/272538214935530805/</p> <p>Printable Spanish Clothing Vocabulary Cards https://www.spanishplayground.net/spanish-clothing-songs-kids/</p> <p>Clothing Vocabulary Worksheet https://www.spanishplayground.net/wp-content/uploads/2014/11/spanish-clothing-vocabulary-printable.pdf</p> <p>Learning Spanish Counting In Spanish 1-100 Count to 100 Jack Hartmann</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments: Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, listening, and singing</p> <p>Teacher will check listening comprehension and memorization by orally dictating a Spanish sentence and having a student identify the sentence on the board</p> <p>Students will: B-Name 4-5 members of the family orally I-Name 8 members of the family</p>

<p>materials orally or in writing.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> • Understand and say Spanish rhymes • Perform direct actions • Ask and answer questions in target language. • Recite oral vocabulary • Understand and use common Spanish words related to unit vocabulary • Identify and label clothing, sports, and things found at home in Spanish • Follow directions in Spanish • Count from 1-100 in Spanish • Write sentences in Spanish • Compare things orally and in writing using acquired Spanish vocabulary • Perform direct actions when given a Spanish command 	<p>known adjectives and unit vocabulary (NJSLSA.W.4.2, 9.2.4.A.4,)</p> <p>Following a teacher led vocabulary lesson about clothing items, students will play Simon Says (Simon dice) using descriptive clothing words:</p> <ul style="list-style-type: none"> ○ Stand if you are wearing a blue shirt ○ Point to a person wearing blue pants ○ Turn around if you are wearing black pants etc. ○ Sit if you are wearing a sweater etc. <p>()</p> <p>Students will orally read and color in Spanish vocabulary cards listing clothing items. They will then work in pairs to describe the clothing items using descriptive adjectives (NJSLSA.RI.4.4, NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p>	<p>https://youtu.be/2EuOFLYkt5Y</p> <p>The House in Spanish https://youtu.be/gm2aAOILJA4 Aprender español: Muebles y otros objetos de la casa (nivel básico) https://youtu.be/N1suJvcnMno Household Task Cards https://www.spanishplayground.net/wp-content/uploads/2016/11/La-Casa-tablero-task-cards.pdf</p> <p>Talking About The Weather https://www.spanishplayground.net/talking-about-the-weather-in-spanish/</p> <p>The Weather Channel Español https://weather.com/es-US</p> <p>Spanish Olympic Games Photo Search https://www.spanishplayground.net/spanish-olympic-games-photo-search-activity/</p>	<p>A-Match pictures of family members with the Spanish name and orally say the name using 10 family names H-Draw and label their family and create a family dialog with a partner to identify which family member they are discussing</p> <p>Student will demonstrate acquisition of Spanish by:</p> <p>B-Reciting 4 clothing items from memory</p> <p>I-Reciting 8 clothing items from memory</p> <p>A-Reciting and labeling 8 clothing vocabulary words and describing what 2 of the clothing items look like using adjectives</p> <p>H-Recite all clothing items and give examples of clothing items students are wearing in the classroom using adjectives</p>
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		<p>Students complete the words with the correct vowels, which is important for correct pronunciation. They will write complete sentences about what they are wearing and read aloud the sentences (NJSLSA.W.4.2, 9.2.4.A.4,)</p> <p>Students will watch a video about counting from 1-100 and count along ()</p> <p>Students will work in pairs and practice counting from 51-100 in Spanish (NJSLSA.SL.4.1, CRP4, CRP12, 9.2.4.A.2,)</p> <p>Students will be introduced to new vocabulary by watching short videos about household objects ()</p> <p>Following direct instruction on household vocabulary, students will work in small groups to respond to questions about</p>		<p>Students will demonstrate the following:</p> <p>B-Orally name five household objects I-Orally name at least 7 household objects A-Orally name at least 9 household items and describe 2 of them using adjectives H-Draw and label a house or apartment and name all the objects and rooms orally and describe one of the rooms using adjectives and details</p> <p>Summative Assessments: Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency</p>
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		<p>household items using task cards (NJSLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Following a teacher led vocabulary lesson on the time of day and weather, students will work in small groups create posters listing all the key vocabulary words learned (NJSLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will learn common expressions for talking about the weather and then work in pairs to practice asking one another what the weather is (NJSLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will view The Spanish Weather Channel to apply and generalize learned vocabulary ()</p>		<p>on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings of themselves demonstrating proficient Spanish language speaking and vocabulary skills</p>
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		<p>Following a teacher led vocabulary lesson on sports vocabulary, students will work in pairs and talk about their favorite sport to play or watch (NJSLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will look at pictures of Olympic sports and name the sport and describe the picture (CRP4, 9.2.4.A.4,)</p>		
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide visual aids • Provide additional time to complete a task • Use graphic organizers 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, technology tools). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. • Use project-based science learning to connect science with observable phenomena. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities.

		with a project, journal articles, and biographies).	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SOCIAL STUDIES:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.4.A.2 Identifying various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Vocabulary: **ropa**- camisa, camiseta, blusa, vestido, falda, pantalones, pantalones cortos, ropa interior, suéter, sudadera, chaqueta, abrigo, sombrero, bufanda, guantes, mitones, calcetines, zapatos, **La casa**- casa, apartamento, habitaciones, cocina, berroom, comedor, sala de estar, baño, lavadero, garaje, pasillo, escalera, puerta, ventana, ascensor, ¿dónde está? muebles- silla, mesa, mesa de café, lámpara, luz, sofá, cama, mesita de noche, aparador, armario, alfombra, marco, estante, electrodomésticos, nevera, cocina, microondas, computadora, televisión, fregadero, lavaplatos, lavadora, secadora, **adjetivos**-alto(a), bajo(a), inteligente, rico(a), pobre, bueno(a), malo(a), bonito (a), guapo(a), feo(a), chiquito(a), grande(a),

simpático(a), flaco(a), gordo(a), rubio(a), moreno(a), divertido(a), aburrido (a), pequeño, valiente, fuerte, pacífico(a), atento(a), inteligente, **La Familia-** miembros, padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo, ¿Cuántos miembros hay en tu familia?, ¿Cómo se llama tu madre/padre y sus hermanos?, **Numbers-51-100**, **el clima y el tiempo**, invierno, primavera, verano, otoño, frío, caliente, ventoso, lloviendo, nevando, ventoso, soleado, nublado, temprano, tarde, oscuro, noche, día, mañana, tarde, noche, **deportes-**fútbol, fútbol americano, baloncesto, tenis, béisbol, natación, correr, gimnasia, baile, voleibol, golf, boxeo, ciclismo, remo, atletismo. **Other vocabulary depending on students language levels**

Englewood Public School District

World Language, Spanish-Fourth Grade

Fourth Marking Period

Unit 4: School Schedule, Music & Dance, Professions, Cinco de Mayo, and Vacations

Overview: During this unit, students will continue learning the Spanish language using music, dance, poems, videos, and hands-on learning. Students will learn about their school schedule, traditional Latin American music and dances, as well as professions. They will also learn about why and how Cinco de Mayo is celebrated, different vacation activities as well as the verb to have. Students will develop listening comprehension skills, oral and written language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills and content area knowledge.

Time Frame: 43 to 47 Days

Enduring Understandings:

- *They can interact and play games with others using Spanish vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can identify and name different professions using Spanish vocabulary words.*
- *They can listen to and sing songs in Spanish.*
- *They can name different vacation activities and places using Spanish vocabulary words.*
- *They can follow commands and directions in Spanish.*
- *They can identify and say Spanish verbs.*
- *They can read and create a school schedule in Spanish.*
- *They can identify and perform different school dances.*
- *They can learn about different traditions and holidays celebrated throughout Latin America.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help me become an organized student?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me improve my content area vocabulary?*
- *How does learning Spanish help me improve my grammar skills?*

- How does learning Spanish increase my vocabulary skills?
- How does learning Spanish help me become a better reader?
- How can learning Spanish help me appreciate the visual and performing arts?

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.	Topics <p>School Schedule, the verb to have, music & dance, professions, Cinco de Mayo, and Vacations</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 	<p>As an introduction to creating a school schedule, Students will listen to, learn, and sing the lyrics of “A School Day” song ((CRP6,)</p> <p>Following a teacher led lesson about creating a daily school schedule using Spanish vocabulary, students will create individual daily school schedules including time of day, subject, room, and teacher (NJSLSA.W.4.2, CRP4, 9.2.4.A.4,)</p> <p>Following a teacher led Spanish grammar lesson about the present tense of the verb to have, students will work in pairs and take turns asking one another the following questions: ¿Cuántos años tienes? ¿Cuántos hermanos tiene usted? ¿Cuántos hermanos</p>	<p>School Day Song https://rockalingua.com/songs/school-day</p> <p>Easy Spanish Grammar http://hablamossle.com/easy-spanish/spanish-grammar-tener-to-have-a1/</p> <p><u>Unit 4 Tener Worksheet Practice 1</u></p> <p>Professions https://rockalingua.com/songs/professions</p> <p>“BATALLA DE PUEBLA Para Niños” https://youtu.be/Aq30NfM-Nkc</p> <p>“What is Cinco de Mayo” https://youtu.be/FaRf4DpHxgY</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments: Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, and singing</p> <p>Teacher will assess students by observing and/or taking anecdotal notes to determine if students understand and can say unit vocabulary words</p>
7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.				
7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	Objectives <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Read, create, and use a school schedule in Spanish 			
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.				

<p>7.1.NM.C.4 Describe self and others.</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> • Listen to, learn, and sing Spanish songs • Look at and learn about different Latin American dances • Ask and answer simple questions in target language • Identify, label, and say the names of different professions in Spanish • Learn about Cinco de Mayo • Learn how to use and conjugate the verb to have • Learn about different vacation activities and places • Use print, recorded, and digital media to learn Spanish 	<p>tiene ella? ¿Qué tienen en esa mesa? ¿Tienes hambre? ¿Tienes sed? (NJLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will work independently and write the correct form of the verb to have using a fill in the blank worksheet ()</p> <p>Students will listen to the following types of music celebrating the Hispanic culture: Cumbia/Merengue/Salsa (6.1.4.A.14, 6.1.4.A.13,)</p> <p>Students will play “Guess What Type of Music” by identifying if the music they are hearing is Cumbia/Salsa/Merengue ()</p> <p>Students will listen to, read the lyrics, and sing a Spanish song about professions (NJLSA. RI.4.4, CRP6,)</p> <p>Following a teacher led vocabulary lesson about</p>	<p>Craft Stick Dolls https://www.pinterest.com/pin/78109374760481273/</p> <p>Supplemental Reading <i>ReadWorks</i> “Congress Speaks Spanish” https://www.readworks.org/article/Congress-Speaks-Spanish/64e4277b-a436-44c0-a776-50c6e64d4619#!articleTab:content/</p> <p>Summer Activity Calendar https://www.spanishplayground.net/summer-activity-calendar-2018-spanish-learning/</p> <p>How to Do the Basic 8 Step Tango https://youtu.be/wvewX55VADs Floklórico Tutorial https://youtu.be/0b8MX4atrRo</p>	<p>Students will demonstrate understanding of unit grammar and vocabulary by:</p> <p>B- Orally answering the following questions: ¿Cuántos años tienes? ¿Cuántos hermanos tiene usted? ¿Cuántos hermanos tiene ella?</p> <p>I-Orally answer the following questions: ¿Cuántos años tienes? ¿Cuántos hermanos tiene usted? ¿Cuántos hermanos tiene ella? ¿Qué tienen en esa mesa? ¿Tienes hambre? ¿Tienes sed?</p> <p>A-Completing the following fill in the blank assessment on the verb to have: <u>Unit 4 Tener Worksheet Assessment A</u></p> <p>H- Completing the following fill in the blank assessment on the verb to have: <u>Unit 4 Tener Worksheet Assessment H</u></p>
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		<p>professions, students will work in pairs and talk about what they want to be when they grow up. (NJSLSA.SL.4.1, 6.1.4.D.13, CRP4, CRP10, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will work in small groups to write descriptive sentences about four different professions using adjectives (NJSLSA.W.4.2, NJSLSA.SL.4.1, CRP4, CRP6, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Students will watch a short Spanish video about the Battle of Puebla which explains how Cinco de Mayo got to be celebrated (6.1.4.D.13,)</p> <p>Students will watch a short video about Cinco de Mayo (6.1.4.D.13,)</p> <p>Students will create puppets and put on a puppet show about Cinco de Mayo, Advanced and Heritage speakers will</p>		<p>Students will demonstrate understanding of unit Spanish vocabulary by:</p> <p>B- Orally name five professions</p> <p>I-Orally name seven professions</p> <p>A-Orally name 8 professions and describe two of the professions using adjectives</p> <p>H-Orally name 8 professions and write what each profession does using details and unit vocabulary</p> <p>B,I,A,H- Students will demonstrate the basic steps of the Tango and Jarabe Taptio</p> <p>Summative Assessments:</p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p>
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		<p>write the script and take on the lead roles while beginner and Intermediate speakers will take on support roles (NJSLSA.W.4.3, NJSLSA.SL.4.1, 6.1.4.D.13, 6.1.4.D.14, CRP4, CRP6, CRP12, 9.2.4.A.2, 9.2.4.A.4,)</p> <p>Following a teacher led vocabulary lesson about vacation activities and places, students will create a Spanish list of things they want to do over their summer vacation (CRP4, 9.2.4.A.4,)</p> <p>Students will be given a media based summer activity calendar listing daily things they can do to practice learning Spanish (8.1.5.A.1)</p> <p>Students will work in pairs and orally share what they plan to do over summer vacation (NJSLSA.SL.4.1, CRP4, 9.2.4.A.4,)</p> <p>Students will learn the basic steps of the</p>		<p>District benchmark assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings of themselves demonstrating proficient Spanish language speaking and vocabulary skills</p>
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		following dances: Tango and Jarabe Tapatio (6.1.4.D.13,)		
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Use peer readers 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios

<ul style="list-style-type: none"> • Give page numbers to help the students find answers • Provide a computer for written work • Provide visual aids • Provide additional time to complete a task • Use graphic organizers 	<p>(http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).</p> <ul style="list-style-type: none"> • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia modeling). 	<ul style="list-style-type: none"> • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> • Student Driven Instruction • Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. • Use project-based science learning to connect science with observable phenomena. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities.
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

SOCIAL STUDIES:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.4.A.2 Identifying various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Vocabulary: Mi horario escolar -clase, almuerzo, mañana, tarde, después de la escuela, arte, música, educación física, matemáticas, artes del lenguaje, lectura, escritura, estudios sociales, ciencia, clase de español, clase de computación, primero, siguiente, último, autobús escolar, biblioteca, cafetería, profesor, sala de recursos, asistencia, ir a casa, **verbo tener**, **música**-Cumbia, Merengue, Salsa, **Danzas**-Tango y Jarabe Tapatio, **profesiones**-maestro, doctor, enfermera, carpintero, abogado, ingeniero, programador de computadoras, bailarín, actor, cantante, constructor, arquitecto, contador, hombre de negocios, comerciante, oficinista, banquero, conductor, oficial de policía, bombero, cartero, cocinero, camarero, escritor, **Cinco de Mayo**, **Vacaciones**-playa, montañas, camping, hotel, motel, parques de atracciones, películas, biblioteca, parque, parque acuático, viajes por carretera, avión, tren, barco, ciudades, campo, museos, resto, relajarse, compras, turismo. **Other vocabulary depending on students language levels**