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| **Grade 4** |
| **SUBJECT: World Language - Spanish** |
| **STANDARD:** * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English**
* **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.**
 |
| **Unit 1: All About Me** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Review how to greet others in Spanish
* Describe themselves and their family members
* Locate Spanish speaking countries on the map
* Compare and contrast clothing styles
 |
| **MEANING** |
| UNDERSTANDINGS * Vocabulary – greetings, expressions of courtesy, classroom commands, family members, clothing
* Characteristics of self – body parts, descriptions
* Central American countries
* Clothing styles in Spanish speaking countries
 | ESSENTIAL QUESTIONS* Are you able to introduce a classmate to a new student?
* Can you give an oral presentation using five adjectives to describe yourself?
* What are the capitals of Costa Rica, Nicaragua and Panama?
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| **District Formative Assessment Plan** | **District Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.* Teacher Observation
* Classroom participation
* Partner dialogue
 | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher made tests
* Teacher made quizzes
* Vocabulary quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 1 Performance*** **Students will create a booklet describing five members of their family using the family and descriptions vocabulary. Pictures will be included. Students will share their booklet with a partner for a peer evaluation.**
* **Sing songs and poetry in Spanish**
* **Vocabulary games**
* **Locate countries on map**
* **Name the capitals**
* **Research clothing styles of Costa Rica and Panama online**
* **Play “Simon Dice”**
* **Role Play**
 |
| **District Texts** | **District Supplementary Resources** |
|  NA |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *14 weeks* |

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 |
| **Unit 2: My World** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Learn the vocabulary for school, community, and home life
* Discuss activities they like and dislike
* Learn about celebrations and holidays in Spanish speaking countries
 |
| **MEANING** |
| UNDERSTANDINGS * School, home, and community life vary according to culture
* Holidays and celebrations that are universal are observed according to your culture
 | ESSENTIAL QUESTIONS* What is school like in Costa Rica?
* What types of homes do Costa Rican people live in?
* What holidays are special in Costa Rica?
 |
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| **District Formative Assessment Plan** | **District Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.* Teacher Observation
* Classroom participation
* Partner dialogue
 | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher made tests
* Teacher made quizzes
* Vocabulary quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 2 Performance*** **Students will design a classroom. They will label the classroom objects using learned vocabulary**
* **Student will interview a classmate about their classroom**
* **Interviews and designs will be shared with the class**
* **Oral presentations**
* **Sing holiday songs**
* **Holiday art activities**
* **Read Holiday books**
 |
| **District Texts** | **District Supplementary Resources** |
|  NA |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *14 weeks* |

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 |
| **Unit 3: All Around Us** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Expand vocabulary for insects, animals, and plants
* Explore aspects of the rainforest
* Learn more about artists and musicians of Spanish speaking countries
 |
| **MEANING** |
| UNDERSTANDINGS * The influence of cultures on today’s world
* Music and art are a reflection of individual cultures
* Components of the reflection of individual cultures
 | ESSENTIAL QUESTIONS* What evidence of the Maya and Aztec influence do we find in Central America
* How does salsa and merengue reflect Central American life
* What products come from the rainforest?
 |
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.* Teacher Observation
* Classroom participation
* Partner dialogue
 | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher made tests
* Teacher made quizzes
* Vocabulary quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 3 Performance*** **Students will design a poster of a Costa Rican Rainforest. Include the different levels of the rainforest and label the animals and plant. They will answer questions based upon their poster and share with class.**
* **Sing songs**
* **Vocabulary games**
* **Read books**
* **Identify/label pictures**
 |
| **District Texts** | **District Supplementary Resources** |
|  NA |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *14 weeks* |