



Estell Manor School District

World Language Curriculum Grade 4

Introduction

The Estell Manor School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the NJ Student Learning Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Estell Manor School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

Philosophy

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom. Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genesse, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten.

The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The units taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

**Estell Manor School District
Grade 4
World Language Pacing Guide**

Unit 1: All About Me	Approximately 6-8 days
Unit 2: My School	Approximately 6-8 days
Unit 3: My Community	Approximately 6-8 days
Unit 4: My World	Approximately 6-8 days

Core Materials:

Foreign Language 4 Kids (FL4K)

Standard: 7.1 World Languages-All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 1 will address the following 21st Century Life and Careers skills:				
21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode, C: Presentational Mode,

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
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	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Unit 1: All About Me		Duration: 6-8 days
Grade Level/Proficiency Level: 4th Grade/Novice-Mid		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
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 words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing	
	Interdisciplinary Skills	
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
	Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	

	21st Century Life and Career	
CRP2.	Apply appropriate academic and technical skills.	
CRP4.	Communicate clearly and effectively and with reason	
CRP11.	Use technology to enhance productivity.	
Essential Understandings		Essential Questions
<i>Students will understand that...</i> • Our world consists of many different countries and people. • Being able to answer questions about themselves is important when meeting new people. • Latin American family's share many similarities with North American families but there are also unique cultural differences.		• Who am I? • Where is the target language spoken? • How is my family the same/different to families of kids my age in Latin America?
Evidence of Student Learning		
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>		Other Assessments

- Classmates Mural
 - Students will create life size paper representations of themselves. They will write a short descriptive narrative to use in another class. The next class will read these descriptions and attempt to match the descriptions with the correct paper models.
- Así, soy yo Book
 - Students will create a book describing themselves, their family and pets. They will present these books to their classmates.
- My Dream Pet Presentation
 - Students will create a written and visual presentation about their dream pets. They will use target language vocabulary concentrating on physical characteristics and body parts to present to their classmates.
- Class Maps
 - Students will be introduced to the Spanish-speaking countries in the world. They will fill in the country in their class map. Students will also color a small flag and write the country's name in English and Spanish.
- Situational Skits
 - Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers.

Formative Assessments

- Role Play/Skits
- Teacher Observations
- Do-Now
- Thumbs up/down
- Group/Pair activities
- Entry/Exit Tickets
- Discussions

Summative Assessments

- Projects
- Tests/Quizzes
- Essays
- Oral Presentations
- Benchmark

Benchmark Assessment

- Oral Proficiency Test

Alternative Assessments

- Student Notebook Check with Scoring Rubric
- Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills
- Student Created Project with Teacher Scoring Rubric

- Conference Anecdotal Notes
- Group Work/Class Discussion Rubric

Knowledge and Skills	
Content	Skills
<i>Topics Covered:</i> • Self ○ Physical Characteristics ○ Likes/Dislikes • Body ○ Identify body parts ○ Describe body parts • Family and Pets ○ Identify and describe family/pets ○ Compare/Contrast to L. American families • Geography ○ Names of Spanish-speaking countries ○ Location of countries	<i>Students will be able to ...</i> • Participate in culturally-authentic simulations • Provide responses on learned topics • Participate in brief oral exchanges • Ask questions and provide responses on familiar topics. • Compare and contrast aspects of their lives with those of Latin American children. • Describe themselves and others using oral or written text • Recognize others based on descriptions in target language • Express their preferences • Identify and describe parts of the body • Identify and describe their nuclear family/pets • Identify the Spanish speaking countries • Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics
Instructional Plan	
Suggested Activities	Resources
Create life size paper models to use with physical characteristics and body vocabulary	SMART Board, Chromebooks, Google Applications, Art materials

Create a book about themselves, their immediate family, and pets	SMART Board, Chromebooks, Google Applications
Discuss and Identify the countries that are primarily Spanish speaking	Maps, SMART Board
Describe their dream pets using physical characteristics and body parts vocabulary	SMART Board, Chromebooks, Google Applications, Art materials
Discuss and survey their classmates about their likes and dislikes with respect to sports and hobbies	Chromebooks, Google Applications
Listen to authentic material in target language to demonstrate comprehension of physical characteristics	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a... Videos
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Identify the parts of the body required to play certain sports	Chromebooks, Google Applications
Literature	
• Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey • Un-Classic Greek Myths in Spanish by Paula Camardella Twomey • 101 Skits by Paula Camardella Twomey	
Websites	
www.kahoot.com	www.quizlet.com
www.youtube.com	
Modifications	

Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>
Suggested Options for Differentiation
English Language Learners • TPR • Flexible/Cooperative Grouping • Graphic Organizers • Alternative Assessments • Flashcards • Modified Instructions/Assessments/Assignments • Teacher Tutoring
Basic Skills/Economically Disadvantaged • Alternative Assessments • Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Alternative Assessments/Assignments • Rubrics
Special Education • Follow all IEP modifications/504 plan

- One on one instruction
- Provide differentiated instruction as needed
- Adaptive devices

Unit 2 will address the following 21st Century Life and Careers skills:

21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,

Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
7.1.NM.C.3	Imitate appropriate gestures and intonation of the target culture(s)/language
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Unit 2: My School		Duration: 6-8 days
Grade Level/Proficiency Level: 4th Grade/Novice-Mid		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
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.	

7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
	Interdisciplinary Skills
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
	21st Century Life and Career
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason
CRP11.	Use technology to enhance productivity.

<i>Students will understand that...</i> • Students will understand that school experiences, though different from level to level, present new challenges and exciting options. • Students will understand that where you live plays an important role in determining your school experience.	• What do my friends, classes, activities say about me? • How does my school life compare to the experiences of kids in Latin America?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• Situational Skits ◦ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers. • Guess Who? ◦ Based on a predetermined list of school personnel, students will work to create a descriptive paragraph about their chosen person (physical traits, job responsibilities, location) which they will present to their classmates. The other students will demonstrate their listening comprehension and vocabulary knowledge by correctly identifying the personnel being described. • ¿Dónde estás? ◦ Student will have to figure out where their partners are in the school based on	Formative Assessments • Teacher Observation • Question and Answer • Conferencing • Role Play/Skits • Teacher Observations • Do-Now • Thumbs up/down • Group/Pair activities Summative Assessments • Projects • Tests/Quizzes • Essays • Oral Presentations • Benchmark Benchmark Assessment

descriptions and instructions given in the target language. • ¡Vamonos! ○ Students will be paired off and will have to direct their partners in target language from one destination to another, taking turns, until they reach the final destination.	• Oral Proficiency Test Alternative Assessments • Questions Starters • Student Notebook Check with Scoring Rubric • Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes • Group Work Rubric
Knowledge and Skills	
Content	Skills
<i>Topics Covered:</i> • Greetings • Classroom Experiences • School Schedules/Routines • Calendar ○ Numbers ○ Time • Customs/Etiquette	<i>Students will be able to ...</i> • Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics. • Demonstrate proficiency in listening and reading comprehension. • Ask questions and provide responses on familiar topics. • Compare and contrast aspects of their lives with those of Latin American children. • Participate in culturally-authentic simulations • Give and follow simple directions • Use formal and informal forms speech correctly.

	Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
Instructional Plan	
Suggested Activities	Resources
In pairs, give and follow instructions throughout the school to specific areas using only the Target language	Teacher generated resources in target language
Describe the subjects they study in various areas throughout the school and write about their favorite	SMART Board, Chromebooks, Google Applications
Describe the school personnel, their responsibilities, and where they can be found in the school	SMART Board, Chromebooks, Google Applications
Retell a school related story	SMART Board, Chromebooks, Google Applications
Narrate what a students does in each area of the school based on given visuals	SMART Board, Teacher generated resources in target language
Listen to authentic material in target language to demonstrate comprehension of Job and Professions/a school day (classes/times)	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a... Videos
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Create skits about known topics	Chromebooks, Google Applications, Props
Literature	

• Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey • Un-Classic Greek Myths in Spanish by Paula Camardella Twomey • 101 Skits by Paula Camardella Twomey	
Websites	
www.kahoot.com	www.quizlet.com
www.youtube.com	
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>	
Suggested Options for Differentiation	
English Language Learners • Adapt assignments to reflect proficiency • TPR • Cooperative learning groups • Graphic Organizers • Pre-teach new vocabulary	

Basic Skills/Economically Disadvantaged

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers
- Teacher/Peer Tutoring

Gifted and Talented

- Alternative Assessments/Assignments
- Rubrics
- Project based learning tasks
- Higher order vocabulary
- Presentations and Speeches using the target language

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Make use of visual aids
- Focus on main objectives

Unit 3 will address the following 21st Century Life and Careers skills:

21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.2	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 3: My Community		Duration: 6-8 days
Grade Level/Proficiency Level: 4th Grade/Novice-Mid		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
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.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
	Interdisciplinary Skills		
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
	Technology		
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
	21st Century Life and Career		
CRP2.	Apply appropriate academic and technical skills.		
CRP4.	Communicate clearly and effectively and with reason		
CRP11.	Use technology to enhance productivity.		
<table border="1"> <tr> <td>Essential Understandings</td><td>Essential Questions</td></tr> </table>		Essential Understandings	Essential Questions
Essential Understandings	Essential Questions		

<i>Students will understand that...</i> Towns in Spanish-speaking countries, though similar, have unique characteristics that reflect cultural perspectives.	- What is my community like? - How is my town different from places in Spanish-speaking countries?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
- Situational Skits - Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers. - Endangered Species Presentations - Students will research and create a presentation about an endangered species from a Spanish-speaking country. - Let's Cook - Students will write recipes for their favorite dish in the target language and present them to their classmates. Other students will be demonstrate their listening comprehension by interpreting the information (instructions, measurements, ingredients) given in the recipe. - El Menú	Formative Assessments - Charades - Exit slip - Think, pair, share - Do-Now - Thumbs up/down Summative Assessments - Projects - Tests/Quizzes - Essays - Oral Presentations - Benchmark Benchmark Assessment - Oral Proficiency Test Alternative Assessments - Quick writes - Group Work Rubric

○ Students will create a menu from appetizers to desserts and present to the class.	● Student Created Project with Teacher Scoring Rubric ● Conference Anecdotal Notes ● Class Discussion Rubric ● Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills
<i>Topics Covered:</i> ● Geography ○ Directions ○ Regionalisms ● Animals ○ Endangered species ○ Physical characteristics ○ Type of Movement ● Foods/Cooking ○ Food sources ○ Measurements ○ Verbs in Context	<i>Students will be able to ...</i> ● Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics. ● Demonstrate proficiency in listening and reading comprehension. ● Ask questions and provide responses on familiar topics. ● Compare and contrast aspects of their lives with those of Latin American children. ● Participate in culturally-authentic simulations ● Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months) ● Identify main idea of an authentic text dealing with food products and practices
Instructional Plan	

Suggested Activities	Resources
Research and create a presentation about an endangered species from a Spanish-speaking country	SMART Board, Chromebooks, Google Applications
Research a recipe for an authentic target culture food and interpret the information presented	SMART Board, Chromebooks, Google Applications
Create a recipe of their favorite dish in the target language	SMART Board, Chromebooks, Google Applications
Create a menu	SMART Board, Chromebooks, Google Applications
Survey and discuss the likes/dislikes in food amongst the class	SMART Board, Chromebooks, Google Applications
Ask and answer simple questions with a partner about different animals, their characteristics, needs for food, shelter, and survival	SMART Board, Chromebooks, Google Applications
Listen to authentic material in target language to demonstrate comprehension of Job and Professions/a school day (classes/times)	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a... Videos
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Create skits about known topics	Chromebooks, Google Applications, Props
Literature	
• Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey • Un-Classic Greek Myths in Spanish by Paula Camardella Twomey	

101 Skits by Paula Camardella Twomey	
Websites	
www.kahoot.com	www.quizlet.com
www.youtube.com	
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment</i>	
Suggested Options for Differentiation	
English Language Learners - Tiering - TPR - cooperative learning - Graphic Organizers - Alternative Assessments - Flashcards	
Basic Skills/Economically Disadvantaged Alternative Assessments	

• Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Allow students to work ahead • Give higher level vocabulary • Have students attempt to write story or poem in target language
Special Education • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Seat near teacher for lessons • Make use of teaching posters, chart and visuals

Unit 4 will address the following 21st Century Life and Careers skills:				
21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1.Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.

	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.

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

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand(s) - A:Interpretive Mode,B:Interpersonal Mode,
C: Presentational Mode,
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in cultural materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit 4: My World		Duration: 6-8 days
Grade Level/Proficiency Level: 4th Grade/Novice-Mid		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
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.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing	
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	Technology
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
	21st Century Life and Career
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason
CRP11.	Use technology to enhance productivity.
Essential Understandings	
Essential Questions	
<i>Students will understand that...</i> Our world and classroom consists of many different cultures, backgrounds, and ethnicities that make us unique.	- What is the Spanish Speaking world like? - What does travel teach me about other cultures?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

● Situational Skits ○ Students will work in small groups to create dialogue for situations presented to them by the teacher or their peers. ● What to wear? ○ Students will be assigned countries from which they will research a week's forecast. Based on this information they will have to decide on the appropriate clothing options and present to the class their findings. ● The Forecast ○ Students will research the weather in a Spanish-speaking country and present it as if they are on the weather segment of a news broadcast.	Formative Assessments ● Pantomime word spoken in target language ● Exit slip ● Do-Now ● Wipe off board quick checks ● Think, Pair, Share ● Discussions Summative Assessments ● Tests ● Quizzes ● Summaries ● Presentations Benchmark Assessment ● Oral Proficiency Test Alternative Assessments ● Self assessment survey ● Observation Checklist t ● Student Created Project with Teacher Scoring Rubric ● Conference Anecdotal Notes ● Group Work/Class Discussion Rubric
Suggested Activities	Resources
Research famous landmarks from the target culture	SMART Board, Chromebooks, Google Applications
Research celebration from target culture and discuss likes, dislikes, preferences in target language	SMART Board, Chromebooks, Google Applications

Describe the location of Spanish-speaking countries using the cardinal points and prepositions of location	SMART Board, Chromebooks, Google Applications, Maps
Describe geographical features of countries	SMART Board, Chromebooks, Google Applications, Maps
Research weather conditions in a Spanish-speaking country on a daily basis	SMART Board, Chromebooks, Google Applications
Decide on appropriate clothing options based on weather conditions in Latin America	SMART Board, Chromebooks, Google Applications, Props
Listen to authentic material in target language to demonstrate comprehension of specific topic	SMART Board, Podcasts, Youtube
Use authentic material to learn about target culture and then compare/contrast to their own	SMART Board, Chromebooks, Youtube, Countries Around the World videos, Conoce a... Videos
Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language	SMART Board, Teacher generated resources in target language
Act out scenes from a Reader's Theater	Reader's Theater, Aesop's Un-Classic Fables in Spanish, Props
Create skits about known topics	Chromebooks, Google Applications, Props
Literature	
• Aesop's Un-Classic Fables in Spanish by Paula Camardella Twomey • Un-Classic Greek Myths in Spanish by Paula Camardella Twomey • 101 Skits by Paula Camardella Twomey	
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Suggested Options for Differentiation
English Language Learners • Visual Aids • Give notes in advance • TPR • Flexible Grouping • Graphic Organizers • Flashcards • Modified Assignments • modeling
Basic Skills/Economically Disadvantaged • Alternative Assessments • Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Alternative Assessments/Assignments • Rubrics
Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Adaptive devices