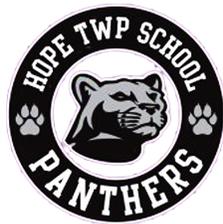


Belvidere Clusterwide Curriculum



World Languages

Grade 4

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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| UNITS | Duration | Essential Questions: |
|----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------|
| Unit 1: Getting to Know You | 4 class sessions | How do I get to know people in settings that are informal and formal? |
| Unit 2: Calendar | 4 class sessions | How do I talk about days, months, seasons and the date? |
| Unit 3: Family & Numbers to 100 | 4 class sessions | How do I talk about my family and their ages? |
| Unit 4: Navidad and Three Kings Day | 3 class sessions | How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration? |
| Unit 5: Classroom Objects & Commands | 5 class sessions | What do I need to be successful in the classroom? |
| Unit 6: The Alphabet | 2 class sessions | How is the Spanish alphabet different from the English alphabet? |
| Unit 7: Weather | 4 class sessions | How do I describe the weather and how it changes throughout the seasons? |
| Unit 8: Body (with Singular/Plural) | 2 class sessions | How do I talk about how to take care of my body? |
| Unit 9: Foods (with Definite Articles) | 4 class sessions | How do I request the food that I want to eat? |
| Unit 10: House | 4 class sessions | What do I use in the different rooms of my house? |

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Reading and Writing Companion Standards:

Language Domain

-

Reading Domain:

-

Speaking and Listening Domain:

-

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides

- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____
-
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
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- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Getting to Know You

Unit 1 Summary: Getting to Know You

Essential Questions: How do I get to know people in settings that are informal and formal?

Knowledge: Buenos días, Buenas tardes, Buenas noches, ¿Cómo te llamas tú?, ¿Cómo se llama usted?, ¿Cómo estás tú?, ¿Cómo está usted?, ¿Cuántos años tienes tú?, ¿Cuántos años tiene usted?, bien, mal, más o menos, profesor/a or maestro/a

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

Interdisciplinary Connections:

- Social Studies: Cultural norms when addressing people in different countries.
- ELA: reading, writing, speaking, listening

Performance Expectations

- I can identify and ask for basic information about others and talk about myself.

Unit 1 Student Learning Objectives

The students will:

- Understand and respond to basic questions about self.
- Understand and respond to questions about feelings, name and age.
- Express how they are feeling using emotion vocabulary
- Use different questions, depending whether the situation is formal or informal

Unit 1 Assessments

Formative Assessments

- Student response to questions
- Teacher observations

Summative Assessments

- Completion of curriculum worksheets from Teach them Spanish! 4 (p. 8-11)

Performance Tasks/Use of Technology:

- Students work in small groups to put on a mini presentation or "turn and talk" as if they are getting to know each other

Sample Instructional Activities

Emotion/Vowel Songs with TPR

Online Song - Me llamo, me llamo,

How old are you? Song added at the end of singing "Feliz cumpleaños" when it is a child's birthday

Buenos días a todos aquí song

¿Cómo te llamas? Song - sing in a circle taking turns inserting each child's name

Ask/Answer questions activities with circle/ball toss/etc.

Card Game - pull out a random number and tell your age "Tengo ___ años"

Supplemental Materials/References/Links

[Song: Me llamo](#)

Interactive Whiteboard

sticker name tags that say "Me llamo" (optional)

Flashcard pictures of all the emotions

Ball for tossing

Cards with numbers 1-39

Unit 2 Overview: Calendar

Unit 2 Summary: Calendar

Essential Questions: How do I talk about days, months, seasons and the date?

Knowledge: all the months, days of the week, numbers to 31, the four seasons, "de", "Hoy es", "Ayer fue", "Mañana será", "primero", "mil" (Example: "Hoy es el cuatro de julio de dos mil veinticuatro.")

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

Interdisciplinary Connections:

- Science (seasons and months)
- ELA (cognates with months)
- music (songs)

Performance Expectations

- I can talk about the months and days of the week.
- I can answer questions related to days, the seasons and tell the date.

Unit 2 Student Learning Objectives

1. Students will be able to sing songs related to months, days of the week.
2. Students will be able to answer questions related to days, the seasons and tell the date
3. Students will be able to talk about days and special dates in the past, present and future tense.

Unit 2 Assessments

Formative Assessments

- Observation of student responses
- Student answers to questions

Summative Assessments

- Write the dates of various holidays celebrated in the Spanish-Speaking Countries

- Worksheets from Teach them Spanish! 4 (pages 21-30)

Performance Tasks/Use of Technology:

- Students make a Slide of one holiday with the date it is celebrated and pictures that will be added to a collective classroom Google Slide presentation.

Sample Instructional Activities

- Materials from Teach them Spanish! 4 (pages 21-30)
- Circle time on carpet singing songs about the days, months, etc.
- Teacher holds up calendar questions: ¿Qué día es hoy?, ¿Cuál es la fecha?, ¿En qué estación estamos?, etc.
- Google Slide Presentation that teacher edits each day so that when students click on screen the correct day and date appear.
- Seasons Song - online

Supplemental Materials/References/Links

- Large Wall Calendar with Spanish titles, days of the week, etc.
- Flashcards of calendar questions
- Interactive Whiteboard
- [Seasons Song](#)

Unit 3 Overview: Family & Numbers to 100

Unit 3 Summary: Family & Numbers to 100

Essential Questions: How do I talk about my family and their ages?

Knowledge:

La familia: el hermano, la hermana, el hijo, la hija, el padre, la madre, el tío, la tía, los primos, el abuelo, la abuela, la familia

Adjetivos: joven, viejo, alto, bajo, rico, pobre, alegre, triste

Números: counting by 10s to 100

Preguntas: ¿Quién es esta persona?, ¿Cómo es?, ¿Cuántos primos tienes?, ¿Cuántos años tiene tu abuelo?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Social Studies- family units
- Math- numbers and ages

Performance Expectations

- I can describe people in my family in terms of their ages, appearance and personality.

Unit 3 Student Learning Objectives

1. Students will be able to describe people in their families in terms of their ages, appearance and

personality.

2. Students will be able to count by 10s to 100
3. Students will be able to identify the correct number - any numbers between 1-100 (for example cuarenta y nueve)
4. The students will begin to demonstrate possession with de and mi in relation to family relationships.

Unit 3 Assessments

Formative Assessments

- Teacher observation
- Student response to teacher questions

Summative Assessments

- Create a family tree and present to the class with descriptions. Family tree can be created digitally with real photos or on paper with printed photos/drawings
- Worksheets from Teach them Spanish! 4 (pages 36-37, 53-55)

Alternative Assessment:

- Worksheets from Teach Them Spanish! - Grade 4 Curriculum Workbook (pages 36-37, 53-55)

Performance Tasks/Use of Technology:

- Students will be able to describe people in their families in terms of their ages, appearance and personality.

Sample Instructional Activities

Watch video with numbers - sing along

Play Four Corners - student or teacher counts by 10s to 100 with four random higher numbers hung in the corners of the room

Watch culture videos of families/family life in Spanish-speaking countries

Make a family tree digitally or on poster paper with printed photos/illustrations

TPR - Toca la foto del hijo bajo, Busca la hermana alta

Memory Card Game - adjectives that are opposites

Family tree activity- Teacher shows a familiar family on smart board (cartoon, tv show) and discusses with questions and answers how these people are related.

Supplemental Materials/References/Links

Youtube videos

Songs

Family tree pictures

Unit 4 Overview: Navidad and Three Kings Day

Unit 4 Summary: Navidad and Three Kings Day

Essential Questions: How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?

Knowledge: Posadas, reyes magos, adorno, corona, regalos, árbol navideño, Belén, campana ,trineo, ¿Qué es esto?

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

Interdisciplinary Connections:

- Music: holiday music
- Art: Illustration of holiday symbols

Performance Expectations

- I can name symbols associated with the Christmas holiday in Spanish speaking countries.
- I can sing Christmas carols.
- I can understand different traditions/holidays.

Unit 4 Student Learning Objectives

- Introduce and sing Dulce Navidad, and play other Spanish carols while students complete other activities.
- Students create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.

Unit 4 Assessments

Formative Assessments

- Teacher observation.
- Comprehension of literature and vocabulary through oral response.
- Student participation.

Summative Assessments

- Listening to and singing simple carols: Feliz Navidad.

Alternative Assessment:

- Either/or questions identifying items associated with Navidad and Three Kings Day

Performance Tasks/Use of Technology:

- Sing simple Christmas carols.

Sample Instructional Activities

- Make a Christmas postcard to someone.
- Read stories Navidad en Casa and other stories
- Songs: Dulce Navidad, Feliz Navidad, Burrito Sabanero, Noche de Paz
- Play Papa Caliente (Hot Potato) with Spanish Christmas Music

Supplemental Materials/References/Links

- [Song: Feliz Navidad](#)
- [Song: Dulce Navidad](#)
- [Song: Mi Burrito Sabanero](#)
- Video: [Spanish Christmas](#)

Unit 5 Overview: Classroom Objects and Commands

Unit 5 Summary: Classroom Objects and Commands

Essential Questions: What do I need to be successful in the classroom?

Knowledge:

Objetos: el escritorio, la mesa, el libro, la silla, las tijeras, la puerta, el lápiz, la ventana, el borrador, el cuaderno, el papel, la pluma/el bolígrafo/el lapicero/el bolí

Adjetivos: color words, grande, pequeño, mediano, nuevo, viejo, limpio, sucio, abierto, cerrado

Commands: abren, cierran, dame, escriban, etc.

Articles and Gender

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- ELA- listening, speaking, reading
- Music- youtube songs
- Physical Education- movement based activities

Performance Expectations

- I can identify and describe some classroom objects.
- I can follow a series of commands to perform activities.

Unit 5 Student Learning Objectives

- Students will be able to identify commonly used classroom objects
- Students will be able to identify the gender of a noun based on its articles and endings.
- Students will be able to use a variety of adjectives to describe classroom objects.
- Students will be able to follow a series of commands regarding classroom objects.

Unit 5 Assessments

Formative Assessments

- Teacher observation during student interactions and responses to questions.
- Student response to teacher questions/commands

Summative Assessments

- Teach Them Spanish! 4 worksheet (p. 14-18, 32-34, 39-41)
- Make mini-book

Alternative Assessment:

- Yes/No (Sí/No) questions
- Either/Or questions

Performance Tasks/Use of Technology:

- Take out and use the correct classroom object that the teacher instructs you to use.

Sample Instructional Activities

Teach Them Spanish! 4 worksheets and activities (p. 14-18, 32-34, 39-41)

Youtube Song: [The classroom](#)

Flashcards: [Vocabulary Classroom Objects](#)

Song : [Los colores](#)

TPR (Total Physical Response) - Toca _____, Muestra _____, Pon _____, Busca _____, etc.

Passing a ball/classroom objects while seated in a circle while reciting the numbers

Play Papa Caliente (Hot Potato)

Play Four Corners Game

Supplemental Materials/References/Links

Internet access & Interactive Whiteboard

Real classroom objects

Ball

Poster Paper

Bingo Colors and Classroom objects

Unit 6 Overview: Alphabet

Unit 6 Summary: Alphabet

Essential Questions: How is the Spanish alphabet different from the English alphabet?

Knowledge: The Spanish Alphabet

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

Interdisciplinary Connections:

- Language arts: Sounds and letters.

Performance Expectations

- I can spell my name and recognize the sound of the Spanish alphabet.

Unit 6 Student Learning Objectives

The students will be able to:

- Learn to identify each letter of the Spanish alphabet and pronounce them correctly.
- Understand the sounds associated with each letter and how they combine to form words.
- Spell their proficiency level words.

Unit 6 Assessments

Formative Assessments

- Teacher observation during spelling and chanting the alphabet sounds.
- Worksheets with alphabet matching.
- Student participation.

Summative Assessments

- Worksheets from Teach them Spanish! 4 (p. 80-81)

Alternative Assessment: Alphabet dictation

Performance Tasks/Use of Technology:

- Spell the students' name.

Sample Instructional Activities

- Bilingual song : [The alphabet](#)
- Game Boom Cards: [Pick the letter](#)
- Spell the name

Supplemental Materials/References/Links

- Hangman using simple and known words.
- Bingo of the alphabet
- Song [Basho&friends](#)

Unit 7 Overview: Weather

Unit 7 Summary: Weather

Essential Questions: How do I describe the weather and how it changes throughout the seasons?

Knowledge: Calor, frío, viento, sol, nieve, lluvia. Hace sol..... ¿Qué tiempo hace?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Math: Measurement of time around the world.
- Science: Weather pattern.

Performance Expectations

- I can talk about and describe the weather.

Unit 7 Student Learning Objectives

The students will:

- Ask and answer questions in a whole class and small group setting regarding the weather.
- Identify weather expressions and describe the weather.
- Describe the weather in different months throughout the world orally or in writing.

Unit 7 Assessments

Formative Assessments

- Accuracy of student writing, illustrations and matching sheets/games.
- Comprehension of literature and vocabulary through oral response.

- Checklist of recognition of basic vocabulary associated with calendar and weather vocabulary.
- Teacher observation during asking/answering of questions and discussions related to calendar and weather vocabulary.

Summative Assessments

- Speaking rubric during question and answer activities .
- Rubric to evaluate student understanding of unit vocabulary through creation of classroom list
- Teach them Spanish! 4 (pages 74-75)

Alternative Assessment:

- Either/Or Questions related to favorite foods

Performance Tasks/Use of Technology:

- Tell me about the weather and your favorite.

Sample Instructional Activities

- Video of Super Simple Spanish: [El clima](#)
- Vocabulario: [Clima Puzzles](#)
- Video Basho & Friends: [El clima](#)
- Hot potato game
- Google slides and questions ¿Qué tiempo hace?

Supplemental Materials/References/Links

- Song: [No se habla de Bruno](#)
- Google search weather around the world.

Unit 8 Overview: Body (with Singular/Plural)

Unit 8 Summary: Body (with Singular/Plural)

Essential Questions: How do I name the parts of my body?

Knowledge:

Parts of the body and face

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

Interdisciplinary Connections:

- Health- body parts, healthy bodies
- Physical education- movement activities, simon says
- Art- illustration of monster/alien

Performance Expectations

- The students can name the parts of their body.
- The students can understand an oral description.

Unit 8 Student Learning Objectives

- The students will be able to identify the parts of their body.
- The students will be able to respond to the game Simon Says.
- The students will be able to draw a crazy monster/alien based on an oral description.

Unit 8 Assessments

Formative Assessments

- Either/Or Questions
- Simón dice responses

- Teacher observation of student responses during Q/A activities

Summative Assessments

- Teach them Spanish! 4 (pages 48-51)
- Un extraterrestre / un monstruo activity

Alternative Assessment:**Performance Tasks/Use of Technology:**

- Simon dice
- Un extraterrestre/un monstruo activity

Sample Instructional Activities

- Teach them Spanish! 4 (pages 48-51)
- Simon dice
- Un extraterrestre / un monstruo activity- The teacher provides an oral description of a monster or alien with various numbers of heads, arms, legs, eyes, noses, etc. The students listen and draw what they hear, then display or present their drawings using the Spanish vocabulary words for body parts.
- Song: La cabeza song (from sing, dance, laugh and eat tacos)
- Mr. Potato head activity

Supplemental Materials/References/Links

- Sing, dance, laugh and eat tacos
- Youtube songs
- Flashcard for Sr. Cuerpo

Unit 9 Overview: Foods

Unit 8 Summary: En el Restaurante

Essential Questions: How do I request the food that I want to eat?

Knowledge: foods for breakfast, lunch, dinner, place settings, me gusta, quiero

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
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- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Interpersonal- ordering in a restaurant
- Music- food songs
- Health- balanced food choices

Performance Expectations

- I can talk about different foods.
- I can order in a restaurant.
- I can talk about my likes and dislikes.

Unit 9 Student Learning Objectives

- The students will be able to identify various food items used for breakfast, lunch, and dinner.
- The students will be able to present a role-play of a restaurant and order their favorite foods.
- The students will be able to identify and discuss their likes and dislikes regarding different foods.

Unit 9 Assessments

Formative Assessments

- Either/Or Questions
- Teacher observation of student answers during Q/A activities

Summative Assessments

- Teach them Spanish! 4 (workbook pages 63-67)

Alternative Assessment:

- Role-play restaurant

Performance Tasks/Use of Technology:

- Role-play restaurant
- Create a menu/ present a balanced meal

Sample Instructional Activities

- Play/Fake food activities
- Dialogue- ordering in a restaurant
- Discussing likes/dislikes

Supplemental Materials/References/Links

- Youtube videos (bistec song, tengo hambre song)
- Teacher created dialogues
- Play/fake foods

Unit 10 Overview: House

Unit 10 Summary: House

Essential Questions: What do I use in the different rooms of my house?

Knowledge:

la casa: la sala, la cocina, el dormitorio, la lámpara, el horno, la cama, la mesa, el refrigerador, el tocador, el sofá, la estufa, las cortinas, el televisor, el teléfono, el escritorio

Adjetivos: limpio, sucio, feo, bonito, grande, pequeño, mediano, abierto, cerrado, viejo, nuevo

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Art- illustrate a scene of a house
- ELA- listening, speaking, writing

Performance Expectations

- I can describe what things I see in a house.
- I can talk about which items belong in different rooms of a house.

Unit 10 Student Learning Objectives

- The students will be able to identify and name common household items.
- The students will be able to categorize common household items based on which room of the house they belong in.
- The students will be able to describe common household items based on appearance and number.

Unit 10 Assessments

Formative Assessments

- Either/Or Questions- identify vocabulary and record on checklist
- Observation of Student responses to teacher questions

Summative Assessments

- Teach them Spanish! 4 (workbook pages 56-59)

Performance Tasks/Use of Technology:

- Students move items to given rooms based on the teacher's descriptions

Sample Instructional Activities

- Activities from Teach them Spanish! 4 (workbook pages 56-59)
- Describe a house and where things are located
- ¿Dónde está? Activity- la lámpara está encima de la mesa. Está en la sala.
- House songs to practice vocabulary and grammatical structure.

Supplemental Materials/References/Links

- Youtube songs and videos- (house)
- Rooms of a house pictures (print or projectable)
- Flashcards/ Dollhouse furniture to demonstrate ¿Qué es esto?