

## Lakewood Township School District Curriculum Guide

<b>Grade: Fourth</b>	<b>Content Area: World Language (Spanish)</b>
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**Original Adoption:** 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** World Language Curriculum Team

**ACTFL Level:** Novice-Mid

Recommended Pacing Guide	
Unit 1: Nos Conocemos	20-25 days
Unit 2: ¿Cómo vivimos?	20-25 days
Unit 3: Vamos a aprender	20-25 days
Unit 4: Los animales	20-25 days
Unit 5: Nos cuidamos	20-25 days
Unit 6: Nuestro ambiente	20-25 days
Unit 7: ¿Cómo funciona?	20-25 days
Unit 8: Nuestras celebraciones	20-25 days

### Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

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### Introduction

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. 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: Nos Conocemos**

**Duration: 20-25 days**

### Suggested Accommodations

#### Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports

- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

**Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

**Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

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<p><b>Culturally Diverse:</b></p> <ul style="list-style-type: none"> <li>● Embrace diversity in teaching styles</li> <li>● Provide an interpreter if needed</li> <li>● Incorporate more group work</li> <li>● Provide visuals as possible by writing on the board, diagramming, and using pictures.</li> <li>● Allow ELL students to preview materials before a lesson when possible</li> <li>● Provide tutoring if needed</li> <li>● Develop a relationship with the parents of ELL students</li> <li>● Develop a relationship with any student who is outside the dominant cultural or ethnic group</li> </ul>
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<b>Disciplinary Concepts and Core Ideas</b>	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

<b>Focus Standards</b>
<p><b><u>Interpretive Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>● 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>● 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>● 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> </ul> <p><b><u>Interpersonal Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced</li> </ul>

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questions, using memorized words and phrases.

- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

### **Presentational Mode of Communication**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Supporting Standards**

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

### **Interdisciplinary Connections**

#### **Language**

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.A Read grade-level text with purpose and understanding.
- L.RF.4.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### **Reading**

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

### **Speaking and Listening**

- SL.PE.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.
- SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.PE.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.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Writing**

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

### **Social Studies**

- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

### **Visual and Performing Arts**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

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- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

### Computer Science & Design Thinking

#### **8.1 Computer Science**

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

#### **8.2 Design Thinking**

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

### Career Readiness, Life Literacies & Key Skills

#### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

#### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

#### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every

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and effective management.	decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

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### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use free music sites to listen to and learn authentic songs from a Spanish-speaking country.

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.

Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks

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	students to demonstrate what they know in a meaningful context.
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a> or Kahoot</li> <li>● Chapter assessment</li> </ul>

### Knowledge & Skills

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Greetings, introductions, and farewells are important ways to show respect and build relationships.</li> <li>● Families and communities are diverse, and learning about others helps us appreciate differences.</li> <li>● Identify family members</li> <li>● Cultural traditions, like Nicaraguan dances and literature, connect us to history, creativity, and community celebration.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do I greet and say goodbye to others respectfully?</li> <li>● How can I introduce myself and others in a friendly way?</li> <li>● What makes my family, friends, and community special and unique?</li> <li>● How do cultural traditions, Nicaraguan dances and literature, show who we are?</li> </ul>
<b>Content:</b> <b>Students will know:</b> <ul style="list-style-type: none"> <li>● Common greetings and farewells in Spanish for children and adults.</li> <li>● How to introduce themselves and others.</li> <li>● Vocabulary for family members, friends, and community places.</li> <li>● Ways to describe people (appearance, personality) and places.</li> <li>● Explain and ask for directions</li> <li>● Identify some abbreviations in a letter</li> <li>● Basic cultural knowledge about Nicaraguan dances and literature.</li> </ul>	<b>Skills:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Greet and say goodbye to classmates, teachers, and family members in Spanish.</li> <li>● Greet and say goodbye in an email</li> <li>● Introduce themselves and others with confidence.</li> <li>● Ask and answer questions about family, friends, and community members.</li> <li>● Describe people, places, and community features using simple sentences.</li> <li>● Show curiosity and respect for cultural diversity.</li> </ul>

### Core Instructional & Supplemental Materials

<b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement. <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica E - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> </ul>
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<ul style="list-style-type: none"> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> <li>● Have students draw and label their family tree.</li> </ul>	<ul style="list-style-type: none"> <li>● Vooks.com</li> </ul>
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<b>Unit 2: ¿Cómo vivimos?</b>	<b>Duration: 20-25 days</b>
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<b>Suggested Accommodations</b>
<p><b>Multi Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Flexible/Cooperative Grouping</li> <li>● Visuals (Board and handouts)</li> <li>● Flashcards (Digital and paper)</li> <li>● Alternative assessment</li> <li>● Flexible/cooperative grouping</li> <li>● Graphic organizers</li> <li>● Native Language Support and Resources</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Chunking</li> <li>● Build background knowledge</li> <li>● Define Key words</li> <li>● Use visual and audio supports</li> <li>● Address all four language domains</li> </ul>

- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
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**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
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**Students at Risk of Failure:**

- Alternative assessment
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- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

**Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

**Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

<b>Disciplinary Concepts and Core Ideas</b>	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

## Lakewood Township School District Curriculum Guide

Grade: Fourth

Content Area: World Language (Spanish)

### Focus Standards

#### **Interpretive Mode of Communication**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

#### **Interpersonal Mode of Communication**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

#### **Presentational Mode of Communication**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

### Supporting Standards

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

### Interdisciplinary Connections

#### Language

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.A Read grade-level text with purpose and understanding.
- L.RF.4.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Reading

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

#### Speaking and Listening

- SL.PE.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.
- SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.PE.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.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Writing

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

#### Social Studies

- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

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- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

### **Visual and Performing Arts**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

## Computer Science & Design Thinking

### **8.1 Computer Science**

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

### **8.2 Design Thinking**

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

## Career Readiness, Life Literacies & Key Skills

### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

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	<p>issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<b>Social Emotional Learning Standards</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> </ul>

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- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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<ul style="list-style-type: none"> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Total Physical Response</li> <li>Four Corners</li> <li>Use photo-editing or dress-up apps for dressing people up in different clothing items.</li> <li>Use a coloring program to create and decorate a house with different rooms.</li> </ul>	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Student Growth Objective</li> <li>Role play/skits</li> <li>End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>Assessments on <a href="#">Kids Discover</a> or Kahoot</li> <li>Chapter assessment</li> </ul>

Knowledge & Skills	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>People use clothing to express themselves, and clothing comes in a variety of types and colors.</li> <li>Traditional clothing reflects cultural identity and heritage, such as Paraguayan attire.</li> <li>Communities have different types of businesses that serve people's needs.</li> <li>Money is a tool used to make purchases and manage resources.</li> <li>Maintaining a clean home and taking care of clothes are important life skills.</li> <li>Maps and directions help us navigate our surroundings and describe where things are located.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do I welcome friends into my home and community?</li> <li>How does clothing help me express who I am?</li> <li>Why are businesses important in a neighborhood?</li> <li>How do I make good decisions when using money?</li> <li>What are the characteristics of traditional Paraguayan clothing, and why is it important to respect cultural traditions?</li> </ul>
<p><b>Content:</b> <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Names of clothing items and their colors.</li> <li>Say what businesses are in my neighborhood</li> <li>Talk about the money I use to buy things</li> </ul>	<p><b>Skills:</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and describe clothing colors and what they or others buy.</li> <li>Name common clothing items and describe</li> </ul>

## Lakewood Township School District Curriculum Guide

<b>Grade: Fourth</b>	<b>Content Area: World Language (Spanish)</b>
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<ul style="list-style-type: none"> <li>● Identify how I clean my house and what I use to clean it</li> <li>● Talk about how I take care of my clothes and my house</li> <li>● Basic map-reading skills (directions, landmarks).</li> </ul>	<p style="margin-left: 20px;">their colors.</p> <ul style="list-style-type: none"> <li>● Identify and describe the businesses in their neighborhood.</li> <li>● Discuss how they use money to buy things.</li> <li>● Explain how they clean their house and what tools or products they use.</li> <li>● Talk about how they take care of their clothes and their home.</li> <li>● Create designs for Paraguayan-style clothing using traditional patterns and elements, respecting cultural significance.</li> </ul>
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### Core Instructional & Supplemental Materials

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica E - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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## Lakewood Township School District Curriculum Guide

**Grade: Fourth**

**Content Area: World Language (Spanish)**

**Unit 3: Vamos a aprender**

**Duration: 20-25 days**

### Suggested Accommodations

#### **Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### **Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

#### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

**Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

**Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

**Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

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**Presentational Mode of Communication**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Supporting Standards**

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

**Interdisciplinary Connections****Language**

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.A Read grade-level text with purpose and understanding.
- L.RF.4.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Reading**

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

**Speaking and Listening**

- SL.PE.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.
- SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.PE.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.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Writing**

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

**Social Studies**

- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
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- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

### **Visual and Performing Arts**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

## Computer Science & Design Thinking

### **8.1 Computer Science**

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

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- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
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## Career Readiness, Life Literacies & Key Skills

### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

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- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources

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	and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations

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- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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<ul style="list-style-type: none"> <li>● Total Physical Response</li> <li>● Four Corners</li> </ul>	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a> or Kahoot</li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Talking about school, classes, and daily activities helps us organize our day and communicate with others.</li> <li>● Knowing school rules and routines keeps everyone safe and respectful.</li> <li>● Understanding time, schedules, and days of the week helps us plan and participate in activities.</li> <li>● Learning about Frida Kahlo helps us understand their traditions, values, and creativity.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some hobbies and activities that students enjoy and why?</li> <li>● How can I describe my classes, school supplies, and daily activities?</li> <li>● How do I explain the rules and routines at school?</li> <li>● How do I tell the time and talk about my schedule?</li> <li>● How do different artists express their identity, culture, and personal experiences through their art?</li> </ul>
<p><b>Content:</b> <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Talk about hobbies and our vacations</li> <li>● Names of school subjects, classes, and supplies.</li> <li>● Vocabulary to describe school places and student activities.</li> <li>● Rules and routines of the school.</li> </ul>	<p><b>Skills:</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Talk about their hobbies, vacations, and after-school activities</li> <li>● Talk about their classes, what they are learning, and the supplies they use.</li> <li>● Describe school locations and the activities of students.</li> </ul>

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<ul style="list-style-type: none"> <li>● Days of the week and telling time in Spanish.</li> <li>● Phrases to describe daily schedules and activities.</li> <li>● The life of Frida Kahlo</li> </ul>	<ul style="list-style-type: none"> <li>● Explain school rules and routines clearly.</li> <li>● Name the days of the week and tell the time.</li> <li>● Ask and answer questions about their schedule and daily activities.</li> <li>● Identify symbols, colors, and themes in Frida Kahlo's paintings.</li> <li>● Create their own artwork inspired by Frida Kahlo's style and explain their choices.</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica E - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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<b>Unit 4: Los Animales</b>	<b>Duration: 20-25 days</b>
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**Suggested Accommodations****Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group

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- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## **Focus Standards**

### **Interpretive Mode of Communication**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences

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contained in culturally authentic materials and other resources related to targeted themes.

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

### **Interpersonal Mode of Communication**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

### **Presentational Mode of Communication**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

### **Supporting Standards**

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

### **Interdisciplinary Connections**

**Language**

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.A Read grade-level text with purpose and understanding.
- L.RF.4.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Reading**

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

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## **Computer Science & Design Thinking**

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- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
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## **Career Readiness, Life Literacies & Key Skills**

### **9.1 Personal Financial Literacy**

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- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
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### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize one's personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>

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### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

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<ul style="list-style-type: none"> <li>● Live cams</li> </ul>	<p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a> or Kahoot</li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Animals have different habitats, behaviors, and roles in nature and human life.</li> <li>● Pets, farm animals, zoo animals, and jungle animals all require care and respect.</li> <li>● Animals have specific habitats that provide food, water, and shelter needed for survival.</li> <li>● Fables and stories help us understand the relationships between animals, humans, and the environment.</li> <li>● Costa Rica has a rich diversity of animals, each adapted to its environment.</li> <li>● Protecting animals and their habitats helps communities and the environment thrive.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can observing animals help me understand people and nature?</li> <li>● How can I identify and describe different animals in my community, on a farm, in a zoo, or in the jungle?</li> <li>● What do animals eat, where do they live, and who takes care of them?</li> <li>● What are the habitats of different animals in Costa Rica, and why are they important?</li> <li>● How can fables teach us lessons about animals and the environment?</li> <li>● How can we protect ecosystems and include everyone in caring for animals and their habitats?</li> </ul>
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<p><b>Content:</b> <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Names of pets, farm animals, and zoo animals.</li> <li>● Animal body parts</li> <li>● Describe how does an ecosystem works</li> <li>● How people take care of animals</li> <li>● Vocabulary to describe animals' habitats and needs.</li> </ul>	<p><b>Skills:</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify and describe pets, farm animals, and zoo animals.</li> <li>● Explain what animals eat, how they move, and who takes care of them.</li> <li>● Describe how ecosystems work, including energy flow and interdependence of organisms.</li> <li>● Identify and describe animals native to Costa</li> </ul>
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<ul style="list-style-type: none"> <li>● Connections between biodiversity, human actions, and climate change.</li> <li>● Examples of Costa Rican animals (e.g., sloths, toucans, monkeys, jaguars).</li> <li>● Differences between zoo animals and wild animals in natural habitats.</li> <li>● How habitats provide for the needs of animals (food, water, shelter).</li> </ul>	<p>Rica.</p> <ul style="list-style-type: none"> <li>● Identify zoo animals and compare them to their natural habitats.</li> <li>● Create a diorama of a Costa Rican animal's habitat showing its needs.</li> <li>● Identify a fable and explain the moral lesson it teaches about animals or nature.</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica E - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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<b>Unit 5: Nos Cuidamos</b>	<b>Duration: 20-25 days</b>
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**Suggested Accommodations****Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group

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- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## **Focus Standards**

### **Interpretive Mode of Communication**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences

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contained in culturally authentic materials and other resources related to targeted themes.

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

### **Interpersonal Mode of Communication**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

### **Presentational Mode of Communication**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Supporting Standards**

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

### **Interdisciplinary Connections**

#### **Language**

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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- L.RF.4.4.A Read grade-level text with purpose and understanding.
- L.RF.4.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Reading

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

### Speaking and Listening

- SL.PE.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.
- SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.PE.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.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### Writing

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

### Social Studies

- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

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- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

### **Visual and Performing Arts**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

## Computer Science & Design Thinking

### **8.1 Computer Science**

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

### **8.2 Design Thinking**

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

## Career Readiness, Life Literacies & Key Skills

### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal

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likes.

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems

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sense of problems and persevere in solving them.	when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors

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- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## Evidence of Student Learning

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations

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	<p>that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.          Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a> or Kahoot</li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Healthy eating and self-care help keep our bodies strong and our minds active.</li> <li>● Fruits, vegetables, and traditional foods are important parts of culture and daily life.</li> <li>● Food is an important part of culture and tradition, reflecting history, family, and community.</li> <li>● Learning about recipes and preparing food helps us understand cultural diversity.</li> <li>● Everyone, regardless of ability, can learn about health, nutrition, and cultural practices.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we care for ourselves and others in our community?</li> <li>● What foods and drinks are typical in Cuba, and why are they important?</li> <li>● How do I describe what I eat and drink, including my favorite dishes and desserts?</li> <li>● How do I take care of my body and explain how I feel?</li> <li>● What is flan, and why is it important in Cuban culture?</li> <li>● What ingredients and steps are needed to make flan?</li> <li>● How can I describe the flavors, textures, and appearance of food?</li> </ul>
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<p><b>Content:</b>  <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Names of fruits, vegetables, and typical Cuban dishes</li> <li>● Healthy habits: breakfast and lunch (myPlate)</li> <li>● Vocabulary to describe what they eat and drink, and their favorite desserts.</li> <li>● The five senses</li> <li>● Phrases to talk about taking care of their bodies and expressing how they feel.</li> <li>● Describe how was the medical consultation</li> </ul>	<p><b>Skills:</b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Name and describe fruits, vegetables, and Cuban foods.</li> <li>● Talk about what they eat and drink, including favorite dishes and desserts.</li> <li>● Describe how they take care of their body and express feelings of health or discomfort.</li> <li>● Identify the ingredients and tools needed to make Cuban flan.</li> <li>● Follow a step-by-step recipe to prepare flan (with support as needed).</li> </ul>
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<ul style="list-style-type: none"> <li>• Ingredients used in Cuban flan (eggs, milk, sugar, vanilla, caramel).</li> <li>• Steps to prepare flan and the purpose of each step.</li> <li>• Cultural significance of flan in Cuba, including celebrations and family traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the flavor, texture, and appearance of flan using appropriate vocabulary.</li> <li>• Explain why flan is important in Cuban culture and celebrations.</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>• Target language games/activities (guess who)</li> <li>• Cultural Realia</li> <li>• Art</li> <li>• Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>• Linguistic Activities (Any topic/vocabulary)</li> <li>• Logical-mathematical (Numbers)</li> <li>• Musical (Any topic/vocabulary)</li> <li>• Intrapersonal (Any topic/vocabulary)</li> <li>• Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>• Answering questions (Any topic/vocabulary)</li> <li>• Listening to the teacher and peers (Any topic/vocabulary)</li> <li>• Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>• Whiteboard activities (Any topic/vocabulary)</li> <li>• Listening and drawing activities (Any topic/vocabulary)</li> <li>• Role play</li> <li>• Graffiti wall</li> <li>• Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>• Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• Vista Higher Learning - ¡Listos!</li> <li>• Cuaderno de práctica E - Vista Higher Learning - ¡Listos!</li> <li>• Reading A-Z</li> <li>• Epic!</li> <li>• Reading IQ</li> <li>• Unite for Literacy</li> <li>• Vooks.com</li> </ul>
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<b>Unit 6: Nuestro Ambiente</b>	<b>Duration: 20-25 days</b>
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**Suggested Accommodations**

**Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

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### Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Focus Standards

### Interpretive Mode of Communication

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

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- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

### **Interpersonal Mode of Communication**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

### **Presentational Mode of Communication**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Supporting Standards**

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

### **Interdisciplinary Connections**

#### **Language**

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.A Read grade-level text with purpose and understanding.
- L.RF.4.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

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- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Reading**

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

### **Speaking and Listening**

- SL.PE.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.
- SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.PE.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.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Writing**

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

### **Social Studies**

- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

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- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

### **Visual and Performing Arts**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

### **Mathematics**

- 4.M.A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- 4.DL.A Organize data and understand data visualizations

### **Science**

- SEP4: Record information (observations, thoughts, and ideas)
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

### **8.2 Design Thinking**

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

## **Career Readiness, Life Literacies & Key Skills**

### **9.1 Personal Financial Literacy**

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- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

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### Social Emotional Learning Standards

#### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

### Evidence of Student Learning

#### Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations

#### Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

#### Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of

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<ul style="list-style-type: none"> <li>● Questions and answers</li> <li>● Do-Now</li> <li>● Thumbs up/down</li> <li>● White boards</li> <li>● Open-ended questions</li> <li>● Group/pair activities</li> <li>● Exit cards</li> <li>● Total Physical Response</li> <li>● Four Corners</li> <li>● Use a green screen and a map of the state or country to have students record weather reports/forecasts.</li> <li>● Go online to find weather forecasts in Spanish, and have students create their own forecast to present to the class.</li> <li>● Have students create their own “days of the week/months of the year” YouTube video in Spanish - song, rap, skit, etc.</li> <li>● Have students create their own “Seasons” video in Spanish - song, rap, skit, etc.</li> </ul>	<p>the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.                      Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a> or Kahoot</li> <li>● Chapter assessment</li> </ul>

Knowledge & Skills	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Geography and environment influences the practices and traditions of a community and culture.</li> <li>● The Earth has different climates and seasons, which affect daily life, activities, and travel.</li> <li>● Geography influences weather patterns, transportation, and human activities.</li> <li>● Climate comparisons between the Northern and Southern Hemispheres help us understand global diversity.</li> <li>● Cultural and historical sites are shaped by the environment and climate.</li> <li>● Human actions, including climate change, impact the weather, geography, and ecosystems.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do the four seasons affect the climate and daily life in Chile?</li> <li>● How does Chile’s climate compare to the Northern Hemisphere?</li> <li>● What transportation options help people move in different climates and regions?</li> <li>● How do geographical features affect weather, climate, and human activities?</li> <li>● What can we learn from Chile’s historical and cultural sites about the environment?</li> <li>● How does climate change impact Chile and the world?</li> </ul>

## Lakewood Township School District Curriculum Guide

<b>Grade: Fourth</b>	<b>Content Area: World Language (Spanish)</b>
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<ul style="list-style-type: none"> <li>● Everyone, regardless of ability, can explore, describe, and interact with environmental and cultural topics.</li> </ul>	
<p><b>Content:</b> <b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>● Names of the four seasons and characteristics of each.</li> <li>● Vocabulary to describe the weather and climate in different regions.</li> <li>● Differences between miles and kilometers and basic distance measurements.</li> <li>● Transportation methods and how they vary with geography and climate.</li> <li>● Examples of Chile’s geographical features and historical places.</li> <li>● How to describe the weather and forecast in their own community.</li> <li>● How climate change affects weather patterns, geography, and human life.</li> </ul>	<p><b>Skills:</b> <b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Identify and describe the four seasons and the typical weather in each.</li> <li>● Compare weather and climate between the Northern and Southern Hemispheres.</li> <li>● Name transportation methods and explain how they are used in different climates and regions.</li> <li>● Identify and describe Chilean geographical features and historical sites.</li> <li>● Discuss the weather forecast and explain how climate affects daily life.</li> <li>● Explain the impact of climate change on Chile’s environment and communities.</li> </ul>

<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students’ learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica E - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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## Lakewood Township School District Curriculum Guide

**Grade: Fourth**

**Content Area: World Language (Spanish)**

- Listening and drawing activities (Any topic/vocabulary)
- Role play
- Graffiti wall
- Cooperative learning: Thumbs up/down, Four Corners & Jigsaw.
- Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1

**Unit 7: ¿Cómo funciona?**

**Duration: 20-25 days**

### Suggested Accommodations

#### **Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### **Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

## Lakewood Township School District Curriculum Guide

**Grade: Fourth**

**Content Area: World Language (Spanish)**

### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed

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Content Area: World Language (Spanish)

- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

### Focus Standards

#### Interpretive Mode of Communication

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

#### Interpersonal Mode of Communication

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

#### Presentational Mode of Communication

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### Supporting Standards

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short

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culturally authentic materials on global issues, including climate change.

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

### Interdisciplinary Connections

#### Language

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.A Read grade-level text with purpose and understanding.
- L.RF.4.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Reading

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

#### Speaking and Listening

- SL.PE.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.
- SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.PE.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.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Writing

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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### Social Studies

- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

### Visual and Performing Arts

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

## Computer Science & Design Thinking

### 8.1 Computer Science

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

### 8.2 Design Thinking

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

<b>Grade: Fourth</b>	<b>Content Area: World Language (Spanish)</b>
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**Career Readiness, Life Literacies & Key Skills**

**9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

**9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their

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<b>Grade: Fourth</b>	<b>Content Area: World Language (Spanish)</b>
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	work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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### Social Emotional Learning Standards

#### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

### Evidence of Student Learning

#### Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations

#### Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

#### Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of

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<ul style="list-style-type: none"> <li>Questions and answers</li> <li>Do-Now</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Total Physical Response</li> <li>Four Corners</li> </ul>	<p>the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.          Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Student Growth Objective</li> <li>Role play/skits</li> <li>End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>Assessments on <a href="#">Kids Discover</a> or Kahoot</li> <li>Chapter assessment</li> </ul>

Knowledge & Skills	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Electronic devices help people perform tasks, communicate, and learn.</li> <li>Technology changes over time, and comparing past and present devices helps us understand innovation.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do electronic devices help us in daily life?</li> <li>How have electronic devices changed over time, and why is that important?</li> </ul>
<p><b>Content:</b>  <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Vocabulary for professions and workplaces.</li> <li>Names and purposes of common electronic devices.</li> <li>Rules for safely using electronic devices, including computer lab rules.</li> <li>Historical figures: Milka Duno y Gustavo Dudamel.</li> </ul>	<p><b>Skills:</b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe what people do in different jobs and where they work.</li> <li>Identify electronic devices and explain what they are used for.</li> <li>Discuss professions and the tools workers use in the community.</li> <li>Describe their favorite historical figure</li> </ul>

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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b>          Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica E - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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<b>Unit 8: Nuestras Celebraciones</b>	<b>Duration: 20-25 days</b>
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<b>Suggested Accommodations</b>
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<p><b>Multi Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Flexible/Cooperative Grouping</li> <li>● Visuals (Board and handouts)</li> <li>● Flashcards (Digital and paper)</li> <li>● Alternative assessment</li> <li>● Flexible/cooperative grouping</li> <li>● Graphic organizers</li> </ul>
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- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials

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- Self-directed activities
- Pretest to determine mastery

### Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Focus Standards

### Interpretive Mode of Communication

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

### Interpersonal Mode of Communication

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- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

### **Presentational Mode of Communication**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Supporting Standards**

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

### **Interdisciplinary Connections**

#### **Language**

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.A Read grade-level text with purpose and understanding.
- L.RF.4.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### **Reading**

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- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

### **Speaking and Listening**

- SL.PE.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.
- SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.PE.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.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Writing**

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

### **Social Studies**

- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

### **Visual and Performing Arts**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

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- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

### Computer Science & Design Thinking

#### **8.1 Computer Science**

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

#### **8.2 Design Thinking**

- 8.2.5.ED.1: Explain the functions of a system and its subsystems.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

### Career Readiness, Life Literacies & Key Skills

#### **9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

#### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

#### **9.4 Life Literacies and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g.,

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- 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
  - 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
  - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace.

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and effective management.	They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

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- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

**Performance Assessment** - is defined as how well a learner uses language acquired in a classroom setting

**Proficiency Assessment** - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

**Achievement Assessment** - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.

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	Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a></li> <li>● Chapter assessment</li> </ul>

### Knowledge & Skills

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● People celebrate special moments with food, music, family, and traditions.</li> <li>● Celebrations help us honor special moments, people, and traditions in our community and around the world.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do traditions and celebrations reflect the value of a community?</li> <li>● How do I talk about a quinceañera and describe what happens during the celebration?</li> <li>● Who do I celebrate with on my birthday and other special days?</li> <li>● What happens during Día de los Muertos, and what objects or symbols are part of the celebration?</li> <li>● Talk about Independence Day celebrations</li> <li>● Discuss various holidays and when they are observed in different countries</li> <li>● Describe their plans for a Quince</li> </ul>
<b>Content:</b> <b><u>Students will know:</u></b> <ul style="list-style-type: none"> <li>● Traditions</li> <li>● Family celebrations</li> <li>● National holidays</li> <li>● Popular celebrations in Spain</li> <li>● Historical figures</li> <li>● Cultural knowledge about Spain (fan)</li> <li>● Awareness of diverse abilities and ways everyone can participate in celebrations.</li> </ul>	<b>Skills:</b> <b><u>Students will be able to:</u></b> <ul style="list-style-type: none"> <li>● Describe the people they celebrate with.</li> <li>● Talk about a quinceañera and describe who attends and what happens.</li> <li>● Include classmates of all abilities when discussing traditions and creating cultural projects.</li> <li>● Participate in a fan-making activity while explaining its cultural importance.</li> </ul>

### Core Instructional & Supplemental Materials

<b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica E - Vista Higher Learning - ¡Listos!</li> </ul>
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| <ul style="list-style-type: none"><li>● Target language games/activities (guess who)</li><li>● Cultural Realia</li><li>● Art &amp; Music</li><li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li><li>● Linguistic Activities (Any topic/vocabulary)</li><li>● Logical-mathematical (Numbers)</li><li>● Musical (Any topic/vocabulary)</li><li>● Intrapersonal (Any topic/vocabulary)</li><li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li><li>● Answering questions (Any topic/vocabulary)</li><li>● Listening to the teacher and peers (Any topic/vocabulary)</li><li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li><li>● Whiteboard activities (Any topic/vocabulary)</li><li>● Listening and drawing activities (Any topic/vocabulary)</li><li>● Role play</li><li>● Graffiti wall</li><li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li><li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li></ul> | <ul style="list-style-type: none"><li>● Reading A-Z</li><li>● Epic!</li><li>● Reading IQ</li><li>● Unite for Literacy</li><li>● Vooks.com</li></ul> |
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