

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Spanish

Grade: 4

ABSTRACT

The Grade 4 Spanish curriculum develops students' Novice Low proficiency in listening, speaking, reading, and writing through the Interpretive, Interpersonal, and Presentational modes of communication. Students explore three thematic units while building vocabulary, communication skills, and cultural understanding. Instruction incorporates interactive activities, authentic cultural resources, and interdisciplinary connections to promote meaningful language use. Student learning is assessed through formative, summative, performance-based, and benchmark assessments, with differentiated instruction provided to support the success of all learners.

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Grade 4 Spanish

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1: La Comunidad/Professions <i>September-November</i> <i>(10 weeks)</i>	Unit 2: Celebratciones/Tradiciones <i>December- February</i> <i>(10 weeks)</i>	Unit 3: Las Emociones <i>March- June</i> <i>(10 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	World Language Standards Interpretive Mode/Novice Low: 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	World Language Standards Interpretive Mode/Novice Low: 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	World Language Standards Interpretive Mode/Novice Low: 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. 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. Interpersonal Mode/Novice Low: 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. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in	culturally authentic materials. 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. Interpersonal Mode/Novice Low: 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. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in	culturally authentic materials. 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. Interpersonal Mode/Novice Low: 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. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in
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	one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 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.	one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 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.	one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. Presentation Mode/Novice Low: 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.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i>	ELA Companion • NJSLS.L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • NJSLS.RI.MF.4.6. Use	ELA Companion • NJSLS.L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • NJSLS.RI.MF.4.6. Use	ELA Companion • NJSLS.L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • NJSLS.RI.MF.4.6. Use

● <i>Comprehensive Health & PE - Standard 2;</i> ● <i>Social Studies - Standard 6;</i> ● <i>World Languages - Standard 7;</i>	evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. ● NJSLS.SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats. Mathematics ● NJSLS.4.DL.A.2. Develop strategies to collect various types of data and organize data digitally.	evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. ● NJSLS.SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats. Mathematics ● NJSLS.4.DL.A.2. Develop strategies to collect various types of data and organize data digitally.	evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. ● NJSLS.SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats. Mathematics ● NJSLS.4.DL.A.2. Develop strategies to collect various types of data and organize data digitally.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● <i>9.1 Personal Financial Literacy; or</i> ● <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> ● <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 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	Life Literacies & Key Skills ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	Life Literacies & Key Skills ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Integration of Computer Science and Design Thinking: Write out	Design Thinking ● 8.1.5.CS.3: Identify potential	Design Thinking ● 8.1.5.CS.3: Identify potential	Design Thinking ● 8.1.5.CS.3: Identify potential

complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	solutions for simple hardware and software problems using common troubleshooting strategies. ● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.	solutions for simple hardware and software problems using common troubleshooting strategies. ● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.	solutions for simple hardware and software problems using common troubleshooting strategies. ● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● The importance of different jobs varies in different countries. ● Different skills are required for different jobs. ● Everyone has a different skill set but all are important.	● Different cultures focus on different ideas of what is important. ● Variety in the world is essential. ● Celebrations are carried out in different ways in various countries for the same holiday.	● Emotions are expressed in many ways in different cultures. ● Language, expressions, body language, etc. all help express emotions. ● Different countries express the importance of certain emotions in various ways.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Do we all need to have the same skills/talents? 2. Do all countries need to hold the same focuses/interests? 3. Does the world need to have all the same common focuses to make the the global community function?	1. Should the whole world celebrate the same holidays and traditions? 2. Does variety in thinking around the world help the global community? 3. Where do traditions and celebrations come from?	1. How can language help express emotions? 2. Are all emotions expressed the same way around the world? 3. Why is it important to familiarize oneself with emotions in different cultures?

STAGE 2: Evidence

Assessment & Evidence: *(By what criteria will performances of understanding be judged? Include:*

1. *Formative,*
2. *Summative,*
3. *Alternative - Performance/Project)*
4. *Benchmark)*

Formative Assessments

- Tests and quizzes
- Exit tickets
- SMARTBoard mini assessments
- Partnering up
- Individual and group response
- Class participation
- Classroom polls
- Daily following of Spanish directions

Summative Assessments

- Individual verbal “presentation”
- End of unit projects
- Tests and quizzes
- Group presentations

Alternative Assessments

- Group and individual projects
- Picture prompted activities
- Student choice activity showcasing different modes
- Gallery walks

Benchmark Assessments

- Based on ACTFL Novice-Low “Can-Do” statements assessing

Formative Assessments

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	interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Unit Content • Professions vocabulary • Numbers review • Calendar review Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary. • <u>Matching</u>- Students will draw a line connecting a picture to the written vocabulary word. Interpersonal Activities • <u>All About Me</u>- Students will break up into groups or pairs and practice telling each other the professions they would like to be.	Unit Content • Celebrations- Day of the Dead, Cino de Mayo, Navidad, etc. • Holiday vocabulary Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary. • <u>Matching</u>- Students will draw a line connecting a picture to the written vocabulary word. Interpersonal Activities • <u>Flashcards</u>- Students will break up into pairs or groups and use flashcards to review vocabulary with each other.	Unit Content • Emotions vocabulary • Seasons review Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons • Culture Interpretive Activities • <u>Memory</u>- Students will play memory to match images with written words of vocabulary. • <u>Matching</u>- Students will draw a line connecting a picture to the written vocabulary word. Interpersonal Activities • <u>Charades</u>- Students will break into groups and will each discretely choose an emotion word which they will act out for their team who must guess the emotion in Spanish.

	● <u>Flashcards</u>- Students will break up into pairs or groups and use flashcards to review vocabulary with each other. Presentational Activities ● <u>When I Grow Up</u>- Students take turns standing in front of the class and telling what profession they want to be when they get older using their strengths and/or weaknesses to help support why. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	Presentational Activities ● <u>Holidays</u>- Students will each choose a holiday which they will do a short presentation on for the class. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	Presentational Activities ● <u>Buzz In</u>- The students will break up into 2 teams. The teacher will hold up an emotion and the students will have to buzz in first to say the emotion in Spanish. The team with the most points wins. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)
Resources: <i>(Include names of texts and all online resources)</i>	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot	● Teacher created materials ● YouTube ● Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot

	● Lumio	● Lumio	● Lumio
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students:	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students:	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students:

	● Multimedia presentations ● Internet based research ● Flexible grouping ● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments ● Preferential seating ● Reduced work ● Modified assignments ● Visual or verbal aids ● Use of technology as needed	● Multimedia presentations ● Internet based research ● Flexible grouping ● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments ● Preferential seating ● Reduced work ● Modified assignments ● Visual or verbal aids ● Use of technology as needed	● Multimedia presentations ● Internet based research ● Flexible grouping ● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments ● Preferential seating ● Reduced work ● Modified assignments ● Visual or verbal aids ● Use of technology as needed
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