Mendham Township School District
Curriculum
Fourth Grade

Unit 1A: All About Me

Stage 1: Desired Results

Level Benchmark:
Novice-mid K-5

Unit Goals:

- Describe oneself and others in Spanish
- Recognize descriptions and physical traits
- Identify the vocabulary terms associated with describing oneself or others in Spanish

Essential Questions:

- How can you describe yourself?
- Why are descriptions of physical traits important?

Skills/Knowledge:
Students will be able to:

- Ask or tell who someone is
- Ask or tell what someone is like
- Describe people in Spanish
- Describe oneself in Spanish
- Recognize vocabulary terms for descriptions and physical traits in Spanish

NJSLS 2020:
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.3
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.3
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.4
7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.4
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.4
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.5
7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Evidence of Learning

- Teacher observations
- Thumbs up/down
- Student participation
- Listening and speaking activities
- Mini dialogue with partner
- Questions yes/no
- Class participation
- flipbook

Teaching Points:

1. TPR introduction of the vocabulary
2. Repetition of words and phrases
3. Pop up game with the class using physical traits vocabulary
4. Learning cards with the vocabulary terms
5. Cooperative learning activity with a partner.
6. Matching worksheets
7. Character description
8. Como eres? Partner activity
9. Detective game.
10. Flipbook with vocabulary terms

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess, and modify if necessary to address the specific needs of the learner
- The material will be presented through multiple modalities, such as visual, auditory, and kinesthetic, to address the unique learning styles of all students.
- Cooperative learning activity
- Student-Centered activities
- Readiness/ability

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- Task Cards
- Letter writing

List of Core and Supplemental Materials:
Books:
Yo Soy Hermano Mayor
Yo soy como tu, Tu eres como yo
Yo soy Especial

Video
Characteristics by Spanish Lessons Paco
"Libre soy" Frozen movie clip

Teach them Spanish Fourth Grade

Websites:
www.studyspanish.com
www.spanish4teachers.com
www.rockalingua.com
www.quia.com
www.quizlet.com

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard
NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

Unit 1B: All About Me/ My Selfie

Stage 1: Desired Results

Benchmark:
Novice-Mid K

Unit Goals:

- Describe oneself and others in Spanish
- Recognize descriptions and physical traits
- Identify the vocabulary terms associated with describing oneself or others in Spanish
- Ask and tell what someone is like
- Ask and tell where someone is from

Essential Questions:

- How do you describe yourself?
- How can you describe people?

Skills/Knowledge:
Students will be able to:

- Ask or tell who someone is
- Ask or tell what someone is like
- Describe people in Spanish
- Describe themselves in Spanish
- Recognize vocabulary terms for descriptions and physical traits in Spanish
- Ask and tell where someone is from

NJSLS 2020:

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.1
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.1
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.2
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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.2
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.3
7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class

Evidence of Learning

- Teacher observation
- Class participation
- Student participation
- Accuracy in pronunciation and responses
- Selfie project rubric
- TPR Activities
- Game Participation

Teaching Points:

1. TPR introduction of the vocabulary
2. Repetition of words and phrases
3. Pop up game with the class using physical traits vocabulary
4. Learning cards with the vocabulary terms
5. Cooperative learning activity with a partner.
6. Matching worksheets
7. Character description
8. Como eres? Partner activity
9. Detective game.
10. Flipbook with vocabulary terms

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple-choice activities
- Assign, assess, and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activity

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios

- Quizlet
- Selfie activity and writing prompt
- Persona famosa. Describe a famous person using the target vocabulary.

List of Core and Supplemental Materials:
Books:
Yo Soy Hermano Mayor
Yo soy como tu, Tu eres como yo
Yo soy Especial

Videos:
Characteristics by Spanish Lessons Paco
"Libre soy" Frozen movie clip

Teach them Spanish Fourth Grade

Flashcards
Picture poster
Powerpoint

Teach them Spanish Third Grade
The Complete Book of Spanish Grades 1-3

Websites
www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com
www.rockalingua.com
www.youtube.com

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard
NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

Unit 2A: School Days/Numbers

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Identify the numbers 1-60 in Spanish orally
- Count to sixty in Spanish
- Recognize and recite the number words in numerical order

Essential Questions:

- How do you count to 60 in Spanish?
- How do we use numbers daily?

Skills/Knowledge:
Students will be able to:

- Pronounce numbers 1-60 in Spanish
- Count to forty using flashcards or manipulatives
- Demonstrate an understanding of the vocabulary associated with numbers 1-40
- Count objects in Spanish

NJSLS 2020:
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.1
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.1
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.2
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Evidence of Learning

- Teacher observation
- Class participation
- Student participation
- Accuracy in pronunciation and responses
- Partner Practice
- Counting worksheet
- Counting flipbook

Teaching Points

1. TPR activities
2. Whole class introduction of vocabulary
3. Learn and sing “Los numbers del 1-60” rap song
4. Learning cards
5. Counting flipbook
6. Matching worksheet Spanish/English translations
7. Partner practice of vocabulary terms
8. Number Bingo
9. Number chant
10. Guess who many game

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- Counting flip book
- Cuanto cuesta en el cafe?
- Number recognition recording sheet

List of Core and Supplemental Materials:

Books:

Kids Learning Spanish Book

Little Pim Numeros

Songs:
Spanish number Rap by Senor Ashby
Cancion de Números

Videos:
Learn numbers in Spanish with Basho & Friends
How to count in Spanish by You Study Spanish

Flashcards
Numbers poster

Teach them Spanish Fourth Grade

Websites
www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com
www.youtube.com
www.rockalingua

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

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NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

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NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

Unit 2B: School Days/Classroom

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Identify the commands related to school in Spanish
- Give the commands related to school in Spanish
- Follow the commands related to school in Spanish
- Demonstrate comprehension of the story “David va al Colegio”

Essential Questions:

- Why are following directions important?
- Can I give and follow commands related to school?

Skills/Knowledge:
Students will be able to:

- Identify the commands related to school in Spanish
- Follow the commands related to school.
- Learn and sing the song “los mandatos”
- Use props and act out commands
- Understand why we use the commands in the classroom

NJSLS: 2020

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.1
7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Evidence of Learning

- Oral proficiency
- Teacher observation
- Student participation
- TPR responses
- Class participation
- Song “los mandatos”
- Listening practice
- Accuracy in pronunciation dn responses
- Vocabulary flip book

Teaching Points:

1. TPR vocabulary introduction
2. Recite/repeat vocabulary
3. Simon says with the commands
4. Make a flipbook with vocabulary terms and pictures
5. Learn and sing song “los mandatos”
6. Partner activity/Roll the dice and act out the command game
7. Open and close worksheet
8. Powerpoint Presentation/Google Slides

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess, and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student-centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- Picture dictionary with the target vocabulary
- Teacher/Student role play

List of Core and Supplemental Materials:
Books:
David va al Colegio

Songs:
Spanish commands song by Todd Claybaugh

Videos
Classroom commands by Spanish Lesson Paco
Sonrisas Spanish

Teach them Spanish Fourth Grade
The Complete Book of Spanish

Websites
www.enchantedlearning.com
www.spanish4kids.com
www.rockaligua.com
www.youtube.com
www.calicospanish.com
www.quia.com
www.brainpop.com

Interdisciplinary Connections
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NJSLS 6.1.4.A.14

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NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

Unit 3A: Home Sweet Home/ My house

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Describe a house in Spanish
- Identify the vocabulary associated with the house in Spanish
- Talk about your house and the rooms in the house in Spanish
- Count the number of rooms in the house in Spanish

Essential Questions:

- How can you describe a house?
- How are houses different in Spanish-speaking countries?
- Can I name the parts of a house?

Skills/Knowledge:
Students will be able to:

- Identify house in Spanish
- Identify the rooms in the house in Spanish
- Recite, recognize and pronounce the rooms in a house in Spanish
- Describe unique features of houses in other countries
- Write the names of the rooms of a house in Spanish
- Create a floorplan for a house

NJSLS 2020:

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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.2
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.3
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics

Evidence of Learning

- Teacher observation
- Class participation
- Student participation
- Accuracy in pronunciation and responses
- House project/floorplan
- Partner Practice
- Matching worksheet

Teaching Points

11. TPR activities
12. Whole class introduction of vocabulary
13. Learn and sing “En mi casa”
14. Learning cards
15. Explore houses of different Spanish-speaking countries
16. Draw and label the rooms of a house
17. Matching worksheet
18. House project. Sketch and describe their favorite room in a house.
19. Partner practice of vocabulary terms
20. Pin the room on the house game

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- Pin the room on the house
- La casa de mis suenos/Design and label your dream house

List of Core and Supplemental Materials:

Books:

Ruidos en mi Casa

Oso en Casa

Mi Casa

Songs:
Mi Casa by Rockalingua
Las Partes de mi Casa by Alberto Fernández

Videos:
La Casa by Sr Jordan
La Casa en Espanol by Magical Spanish

Flashcards
House poster

Teach them Spanish Fourth Grade

Websites
www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com
www.youtube.com
www.rockalingua

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NJSLS 6.1.4.A.14

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NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

3B: Home Sweet Home/Around the House

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Identify objects around the house in Spanish
- Tell what objects correspond to each room in the house in Spanish
- Name the rooms of a house in Spanish

Essential Questions:

- What do you need inside of a house?
- Do Spanish Speaking countries have the same items in their homes?

Skills/Knowledge:
Students will be able to:

- Identify items inside the home
- Write the name of the items that belong in each room
- Design and label their Dream bedroom
- Demonstrate an understanding of vocabulary
- Compare the objects in homes of Spanish Speaking Countries

NJSLS 2020:
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.1
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.2
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.3
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics

Evidence of Learning:

- Teacher observation
- TPR responses
- Recall and recite vocabulary
- Class participation
- Game participation
- Dream Room Project
- Student participation
- Cooperative learning activities

Teaching Points:

1. TPR introduction of vocabulary
2. SmartBoard vocabulary pictures/oral pronunciation practice
3. Flashcards with picture/vocabulary
4. Make an interactive house activity
5. Classroom discussion about items inside homes of Spanish Speaking Countries.
6. Worksheet and other vocabulary games
7. Powerpoint presentation of homes in Spanish Speaking Countries
8. Video “Las casas en los Pueblos”
9. Dream Room Project
10. Play “Que es? Que falta?” What is it? And What’s missing? game

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- Map of house
- Compare and contrast houses in US to houses in Spanish Speaking Countries

List of Core and Supplemental Materials:

Books:

Casa Bohemia

Mi Casa esta Viva

Songs:
Mi casa by Rockalingua
Casa Loca Remix by Basho and Friends

Teach them Spanish Fourth Grade
The Complete Book of Spanish

Videos:
Vocabulario de la Casa by Spanish Step by Step
The house by Spanishdict
Rooms and Parts of the house by You Study Spanish

Websites:
www.spanishlearninglab.com
www.youtube.com
www.spanishkidsstuff.com
www.quia.com
www.rockalingua.com
www.Spanishplayground.com
www.spanishtown.ca

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard
NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

4A: Food, Glorious Food/ Table Manners

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Name items used to set the table in Spanish
- Compare and contrast table manners in different countries.
- Ask for items at a table in Spanish
- Set a table correctly according to Hispanic custom

Essential Questions:

- What items do you need to use during meals?
- How do you set a table?

Skills/Knowledge:
Students will be able to:

- Name at least five different items used to set the table.
- View a video and discuss table manners.
- Compare and contrast table manners in different countries.
- Set the table correctly.
- Ask for missing utensils needed to set the table.
- Demonstrate proper table manners as demonstrated in the Hispanic culture.

NJSLS 2020:

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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.2
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Evidence of Learning:

- Teacher observation
- TPR responses
- Recall and recite vocabulary
- Class participation
- Game participation
- Matching worksheet
- Student participation
- Cooperative learning activities

Teaching Points:

11. TPR introduction of vocabulary
12. SmartBoard vocabulary pictures/oral pronunciation practice
13. Flashcards with picture/vocabulary
14. Match the pictures worksheets
15. Make a place setting vocabulary flip book
16. Classroom discussion about table manners in Spanish Speaking Countries.
17. Smart notebook activity to uncover the utensils
18. Worksheet and other vocabulary games
19. Discovery Education video: "Elementary Spanish: Grades 01-02: Unit 04, Lesson 07"
20. Use plastic utensils to have students locate what they need
21. Have students set an actual table
22. Glue plastic utensils to a large piece of construction paper/placemat and label the items

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activities
- Student centered activities
- Readiness/Ability
- Tiered assignments

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- Create an authentic menu reflecting the cuisine of Mexico
- "Que hay en tu plato?" What's on my plate? Description

List of Core and Supplemental Materials:

Books:

El Desayuno del Príncipe

Growing up with Tamales

Song:
Tengo Hambre by Basho and Friends

Teach them Spanish Fourth Grade
The Complete Book of Spanish

Videos:
Setting up the table by Alvaro Bodero
Set the table in Spanish by Tio Spanish

Websites:
www.spanishlearninglab.com
www.youtube.com
www.spanishkidsstuff.com
www.quia.com
www.rockalingua.com
www.Spanishplayground.com
www.spanishtown.ca

Interdisciplinary Connections
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NJSLS 6.1.4.A.14, 6.1.P.D.1,. 6.1.P.D.2

Integration of 21st Century Skills and Life and Career Standard
NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

4B: Food, Glorious Food/ In a Cafe

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Identify a variety of food based on description.
- Express preference for a variety of foods.
- Ask for a specific food on a menu
- Compare Eating habits of people in Spanish Speaking countries

Essential Questions:

- What types of places can you eat at?
- How do you order at a cafe?

Skills/Knowledge:
Students will be able to:

- Identify different foods and drinks in Spanish
- Demonstrate an understanding of the vocabulary words in Spanish
- Match the correct picture by listening to the vocabulary terms
- Express preference for various foods and drinks
- Order food from an authentic menu.
- Identify a variety of food based on descriptions.
- Ask for items on a menu
- Create a menu in Spanish

NJSLS 2020:
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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.2
7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.2
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.3
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Evidence of Learning

- Teacher observation
- Class participation
- Student participation
- Food practice Que es? What is it?
- Game participation
- Cafe project rubric

Teaching Points:

1. Introduce the vocabulary words to students using food and drink props
2. Practice repeating and reciting vocabulary words
3. Classroom discussion about the foods and drinks in Spanish-speaking countries.
4. Learning cards
5. Play Guess what's for lunch and dinner
6. View videos of authentic Spanish dishes being prepared (http://youtu.be/T-eDbjeTA3E).
7. Discuss variations in cuisine based on the region
8. Make your favorite menu
9. Menu Realia activity worksheet
10. Perform a skit about ordering food from a restaurant

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Quizlet
- Menu Realia
- Google slide presentation of authentic Spanish dishes

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activities
- Student centered activities
- Readiness/Ability
- Tiered assignments

List of Core and Supplemental Materials:

Books:

The Flores Family Cafe

Mi Restaurante Favorito

Songs:
Tengo hambre by Basho and Friends

Videos;
Restaurant dishes in Spanish by Spanish Games
How to order food in Spanish by Butterfly Spanish
En el restaurante by Audio Dialogues

WEbsites:
www.songsforteaching.com
www.abcteach.com
www.youtube.com
www.spanishkidsstuff.com

Interdisciplinary Connections
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NJSLS 6.1.4.A.14, 6.1.P.D.1,. 6.1.P.D.2

Integration of 21st Century Skills and Life and Career Standard
NJSLS 9.2.4.A.1
NJSLS 9.2.4.A.2

Integration of the Technology Standard
NJSLS 8.1.2.A.4
NJSLS 8.1.P.C.1

Unit 5A: Celebrations/ Cinco de Mayo

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Demonstrate an understanding of the words Cinco de Mayo
- Become familiar with different holidays celebrated in other countries
- Learn that Cinco de Mayo is a celebration of Mexico

Essential Questions:

- What is Cinco de Mayo?
- Why do we celebrate Cinco de Mayo?

Skills/Knowledge:
Students will be able to:

- Understand why Cinco de Mayo is celebrated
- Know what Cinco de Mayo translates to in English
- What country celebrates Cinco de Mayo

NJSLS 2020:
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.1
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.2
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Evidence of Learning

- Teacher observation
- Class participation
- Group/whole class discussion
- Pair work
- Cinco de Mayo Project
- Cinco de Mayo flip book

Teaching Points:

1. Class discussion about holidays and celebrations
2. Review of Mexico/ Map location/ Spanish speaking country
3. Introduce Cinco de Mayo
4. Class discussion about Cinco de Mayo
5. Video “Es Cinco de Mayo!”
6. Read Cinco de Mayo books
7. Class discussion about Mexican foods. Have you eaten any Mexican food?

8. Make a Cinco de Mayo flipbook
9. Learn and dance the Mexican hat dance

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Oral presentations
- Student portfolios
- Cinco de Mayo flipbook
- Map of Mexico

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess, and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities
- Think, pair, share
- Peer teaching
- Readiness/Ability
- Tiered assignments

List of Core and Supplemental Materials:

Books:
Marco's Cinco de Mayo
Fiesta Time!

Songs:
Mexican Hat Song
It's Cinco de Mayo today, Clap your hands and shout Hurray!

Websites:
www.abcteach.com
www.youtube.com

Interdisciplinary Connections

Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14, 6.1.P.D.1,. 6.1.P.D.2

Integration of 21st Century Skills and Life and Career Standard NJSLS 9.2.4.A.1 NJSLS 9.2.4.A.2
Integration of the Technology Standard NJSLS 8.1.2.A.4 NJSLS 8.1.P.C.1

World Langauge Pacing Guide

Name of Unit	Marking Period	Duration (weeks)	Assessments
Unit 1A Descriptions and Physical traits	1	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Task Cards ● Letter writing
Unit 1B All About Me	1	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Selfie activity and writing prompt ● Persona famosa. Describe a famous person using the target vocabulary.
Unit 2A Numbers 1-60	2	5	*Formative:* ● Teacher observation

			● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Counting flip book ● Cuanto cuesta en el cafe? ● Number recognition recording sheet
Unit 2B Classroom	2	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Picture dictionary with the target vocabulary ● Teacher/Student role play
Unit 3A My House	3	5	**Assessments:** *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of

			classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Pin the room on the house ● La casa de mis suenos/Design and label your dream house
Unit 3B Around the House	3	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Map of house ● Compare and contrast houses in US to houses in Spanish Speaking Countries
Unit 4A Food	4	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Create an authentic menu reflecting the

			cuisine of Mexico ● "Que hay en tu plato?" What's on my plate? Description
Unit 4B En el cafe	4	5	**Assessments:** *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Quizlet ● Menu Realia ● Google slide presentation of authentic Spanish dishes
Unit 5A Celebrations/Mexico	Incorporated into Units 4A and 4B	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Oral presentations ● Student portfolios ● Cinco de Mayo flipbook ● Map of Mexico