

Grade 4

Dates: September-June

Time Frame: 32 days /40 weeks

Overview

In the 4th grade, students develop interpretive, interpersonal, and presentational skills in the target language and broaden their cultural understandings. At the end of Unit 1, students recall prior knowledge and build upon vocabulary focusing on greetings, courtesy, self-identification vocabulary, weather, and calendar concepts. At the end of Unit 2, students recognize vocabulary related to "el Mercado". They compare stores in NJ with those in Latin America. At the end of Unit 3, students identify severe weather vocabulary and understand how climate change affects nations, focusing on Spanish-speaking countries in the Caribbean. At the end of Unit 4, students will name important places in their community and compare Bedminster with communities in Latin America. By the end of the year, they will recognize different cultural traditions and celebrations throughout Spanish-speaking countries.

Modes of Communication:

Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Presentational: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Enduring Understandings

- Spanish is a language spoken in many different countries
- Learning a new language can help us communicate with others and learn about different cultures
- Spanish vocabulary can be expanded through listening and careful observation of the target language
- Practicing what we learn accelerates Spanish language development

Dates: September- November

Time Frame: 8 days/ 10 weeks

Unit 1: Qué recuerdas?

Skill & Knowledge Objectives:

Students will...

- Ask and answer questions to demonstrate prior knowledge of Spanish
- Communicate with others using memorized words and phrases
- Respond to and communicate greetings and expressions
- Ask self-identification questions and communicate self-identification expressions
- Recall vocabulary related to calendar
- Recall vocabulary related to weather conditions
- Identify numbers 0-100
- Recall vocabulary for colors and shapes
- Recognize common areas in the school (classroom, main office, nurse's office, gymnasium, cafeteria)
- Express how students get to school (bus, car, bicycle, walk)
- Communicate likes/dislikes
- Identify *El día de Los Muertos* as a significant Mexican cultural tradition

Assessments

Pre-Assessment:

- Pre-test with basic greetings and expressions, weather terms and calendar vocabulary

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

Summative Assessment:

- Greetings, calendar, weather assessment. Label map of the school

Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students:

IEP students:

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted

- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

At-risk Students:

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

504 Students:

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

ELLs

- Picture flashcards
- Online home language dictionary
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

Advanced Students:

- Classwork extensions
- Projects
- Additional Research
- Choice menus

Resources

- Interactive white board
- Teacher made materials/games
- Spanish Mama: <https://spanishmama.com/>
- Rockalingua: <https://rockalingua.com>

- Spanish Playground: <https://www.spanishplayground.net>
- Tio Spanish: <https://www.youtube.com/c/TioSpanish>
- Basho & Friends: <https://www.youtube.com/c/bashoandfriends>
- Manipulatives: Dice, flashcards, ball

Standards

NJ Student Learning Standards:

(Interpretive Mode of Communication for Novice Mid learners)

- 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 of Communication for Novice Mid learners)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice 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 the climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

(Presentational Mode of Communication for Novice Mid learners)

- 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.

2020 New Jersey Student Learning Standards:

Social Studies

- **SOC.6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Social and Emotional Competencies

- **SEL.PK-12.1.1** - Recognize one's feelings and thoughts

Dates: November-January

Time Frame: 8 days/ 10 weeks

Unit 2: *El Mercado*

Skill & Knowledge Objectives:

Students will...

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using memorized words and phrases
- Recognize items sold at Latin American markets
- Compare open-air markets in Latin American countries with supermarkets and stores in the U.S.
- Identify currencies used in different Latin American countries
- Understand how prices may be negotiated at the market to arrive at an agreed-upon price
- Identify cultural events that are celebrated at this time of year across different Spanish-speaking countries

Assessments

Pre-Assessment:

- Students are shown pictures of items sold in a market and asked to label them. Matching activity: currency to country

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

Summative Assessment:

- Students design an advertisement for a Latin American market (draw items, label and add reasonable prices)

Modifications for At-risk, ELLs, 504 Students, IEP Students, and Enriched Students:

IEP students:

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visual, oral, and kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

At-risk Students:

- Extra time is given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visual, oral, and kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

504 Students:

- Students 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visual, oral, and kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

ELLs:

- Picture flashcards
- Online home language dictionary
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

Advanced Students:

- Classwork extensions
- Projects
- Additional Research
- Choice menus

Resources

- Interactive white board
- Teacher made materials/games
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- 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 of Communication for Novice Mid learners)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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(Presentational Mode of Communication for Novice Learners)

- 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.

2020 New Jersey Student Learning Standards:

Art

- **VA.3-5.1.5.5.Cr2a** - Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

Social Studies

- **SOC.6.1.5.EconEM.1** - Explain why individuals and businesses specialize and trade
- **SOC.6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Career Readiness, Life Literacies, and Key Skills

- **9.1.5. EG.4:** Describe how an individual's financial decisions affect society and contribute to the overall economy.

Social and Emotional Competencies

- **SEL.PK-12.3.2** - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Property of Edminster Township School

Dates: February- April

Time Frame: 8 days/ 10 weeks

Unit 3: *Tiempo Severo*

Skill & Knowledge Objectives:

Students will...

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using memorized words and phrases
- Describe how seasons are opposite in the northern and southern hemispheres
- Identify vocabulary related to severe weather
- Recognize how climate change affects countries focusing on the Caribbean islands
- Locate different Central and South American countries on a map
- Recognize *El Carnaval de La Vega* as a traditional celebration in the Dominican Republic

Assessments

Pre-Assessment:

- Students label pictures of weather conditions and describe an image of severe weather (hurricane)

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

Summative Assessment:

- Students make an informational poster about climate change and its effects on weather in a Spanish-speaking country

Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students:

IEP students:

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visual, orally, and kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

At-risk Students:

- Extra time is given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visual, orally, and kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

504 Students:

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visual, orally, and kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

ELLs:

- Picture flashcards

- Online home language dictionary
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

Advanced Students:

- Classwork extensions
- Projects
- Additional Research
- Choice menus

Resources

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(Presentational Mode of Communication for Novice Middle Learners)

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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.

2020 New Jersey Student Learning Standards:

Art

- **VA.3-5.1.5.5.Cr2a** - Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- **VA.3-5.1.5.5.Cn11b** - Communicate how art is used to inform others about global issues, including climate change

Social Studies

- **SOC.6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **SOC.6.1.5.GeoSV.2** - Use maps to explain the impact of location and place on the relationships

between places in New Jersey, the United States, and other countries.

Computer Science and Design Thinking

- **8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim

2020 NGSS

Science

- **SCI.4-ESS3-2** -Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans.

Social and Emotional Competencies

- **SEL.PK-12.3.2** - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Property of Bedminster Township School

Dates: April- June

Time Frame: 8 days/10 weeks

Unit 4: *Mi Comunidad*

Skill & Knowledge Objectives:

Students will...

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using memorized words and phrases
- Identify important places within a community (bank, post office, library, police station, firehouse)
- Describe special places in Bedminster
- Compare Bedminster with communities in Latin American countries
- Relate favorite community activities with geographical location (summer activity in Bedminster: swimming in a pool, summer activity in the Dominican Republic: swimming in the ocean)
- Express likes and dislikes
- Recognize *Cinco de mayo* as a significant Mexican cultural tradition
- Recognize la Fiesta de San Fermín as a significant cultural tradition in Spain

Assessments

Pre-Assessment:

Ask students to label important places within a community

Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

Summative Assessment:

- *Bienvenido a Bedminster*- create a tourist brochure highlighting places and activities in Bedminster

Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students:

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- Students' IEPs followed
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- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visual, orally, and kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

At-risk Students:

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- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

504 Students:

- Students 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visual, orally, and kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

ELLs:

- Picture flashcards
- Online home language dictionary

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Advanced Students:

- Classwork extensions
- Projects
- Additional Research
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Resources

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(Presentational Mode of Communication for Novice Mid learners)

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Social Studies

- **SS.C.1.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Social and Emotional Competencies

- **SEL.PK-12.3.2** - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

