

Verona Public School District

Curriculum Overview

Spanish - Grade 4



Curriculum Committee Members:
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Curriculum Developed:
April 2012
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Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:
In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences. The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:
Students who begin study of a World Language at the elementary level will develop a basic foundation of the skills necessary to achieve further success in second language acquisition. Students are asked to demonstrate all four components of language: listening, speaking, reading, and writing in order to be able to communicate in an effective manner. The use of pictures, songs, acting, role plays, and cultural activities and projects help students internalize and communicate in the language. Each year builds upon the year before with expansion of the topics. A natural approach to second language acquisition is utilized at each level. First and second grade focus more on listening and comprehension, whereas the third and fourth grade take it to the level of application in communication with others. Topics include but are not limited to greetings, family, calendar, classroom objects, numbers, colors, and places in the community.

Prerequisite(s):
None



Standard 8: Technology Standards	
8.1: Computer Science	8.2: Design Thinking
<div><div>x</div> Computing Systems (CS)</div> <div><div>x</div> Networks and the Internet (NI)</div> <div><div></div> Impacts of Computing (IC)</div> <div><div>x</div> Data & Analysis (DA)</div> <div><div></div> Algorithms & Programming (AP)</div>	<div><div>x</div> Engineering Design (ED)</div> <div><div>x</div> Interaction of Technology and Humans (ITH)</div> <div><div></div> Nature of Technology (NT)</div> <div><div></div> Effects of Technology on the Natural World (ETW)</div> <div><div></div> Ethics and Culture (EC)</div>
Computer Science and Design Thinking Practices	
<div><div>x</div><div>1. Fostering an Inclusive Computing and Design Culture</div><div>2. Collaborating Around Computing and Design</div><div>3. Recognizing and Defining Computational Problems</div><div>4. Developing and Using Abstractions</div><div>5. Creating Computational Artifacts</div><div>6. Testing and Refining Computational Artifacts</div><div>7. Communicating About Computing and Design</div></div>	

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices	
The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.	
Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CLKS6 Model integrity, ethical leadership, and effective management. CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. CLKS4 Demonstrate creativity and innovation. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	CLKS6 Model integrity, ethical leadership, and effective management. X CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CLKS3 Consider the environmental, social, and economic impact of decisions. CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials	
Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
N/A	<div><div>•</div> Teacher created worksheets</div> <div><div>•</div> www.youtube.com</div> <div><div>•</div> www.schooltube.com</div> <div><div>•</div> Google classroom</div> <div><div>•</div> Kahoot</div> <div><div>•</div> Flipgrid</div> <div><div>•</div> Bilingual literature books received in a grant</div> <div><div>•</div> www.enchantedlearning.com</div> <div><div>•</div> www.teachersdiscovery.com</div> <div><div>•</div> McGraw-Hill Children’s Publishing Teach them Spanish</div> <div><div>•</div> www.salsageorgiabroadcasting.com</div> <div><div>•</div> McGraw-Hill Children’s English Spanish Picture Dictionary</div>



Unit 1: Greetings		Unit Duration: approximately 6-8 weeks	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLS):			
<ul style="list-style-type: none">7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture (s).7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases, often supported by gestures or visuals.7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.			
Interdisciplinary Companion Standards (NJSLS):			
<ul style="list-style-type: none">NJSLS: SL.4.1.(English/Language Arts) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.			
Technology Integration (NJSLS 8):			
<ul style="list-style-type: none">8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.8.2.2.ED.1: Communicate the function of a product or device.			
21st Century Skills Integration (NJSLS 9):			
<ul style="list-style-type: none">CLKS1 Act as a responsible and contributing community member and employee.CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.CLKS9 Work productively in teams while using cultural/global competence.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively			
Transfer Goal:			
Students will be able to <u>independently</u> use their learning to engage in basic conversation using greetings with others around their age and/or adults.			
Students will understand that:		Essential Questions:	
<ul style="list-style-type: none">The way you greet people around your age (siblings, cousins, friends) is different than how you would greet adults or people of authority.Some countries use the informal way of greeting parents, grandparents, uncles, aunts, while other Spanish speaking countries would use the formal way of greeting when speaking to parents, grandparents, uncles, aunts, etc.Greetings are ways of starting a conversation and are essential for verbal communication.		<ul style="list-style-type: none">Why do you think knowing greetings is important for having a conversation?Why do you think that in Spanish you greet friends differently than how you would greet adults?	
Students will know:		Students will be able to:	
<ul style="list-style-type: none">Tu vs. Usted formHow to ask for one’s name for a child and an adult.How to ask, “How are you?” to a child and an adult.Appropriate ways of responding to greetings in Spanish.		<ul style="list-style-type: none">Determine whom they are speaking with and correctly apply the correct form of greeting to use.Use greetings to start a conversation.Appropriately respond to greeting questions asked.Know when to use greetings in a conversation.	
Stage 2: Acceptable Evidence			
Transfer Task:			
<ul style="list-style-type: none">Given a situation, students will have to appropriately determine how the dialogue will be presented based on to whom they are speaking. Dialogues will be presented in class.Greetings test (Verbal and written)KahootGoogle classroom activity			
Other Evidence:			
<ul style="list-style-type: none">Speaking: Students will have to appropriately decide which greeting to use depending on whom they are speaking to in that given situation and apply it in basic conversation in Spanish.Listening: Students will be asked orally what greeting they would use in a given situation.Writing: Students will have to fill in a questionnaire sheet that will be reviewed as a practice exercise for the test. Students will also present a project on google slides on a person who is Spanish who deserves recognition for Hispanic Heritage Month. Students will present on google slides utilizing current vocabulary/sentences on greetings that were taught.			
Reference Materials			
<ul style="list-style-type: none">Teacher created worksheetswww.youtube.comwww.salsageorgiabroadcasting.comGoogle ClassroomKahootLiterature in target languageFlipgrid			



Accommodations and Modifications

Differentiation for Support (Special Ed & Struggling Learners)

- Student choice in certain activities and student choice in method of presenting projects (i.e. google slides, a poster, an essay)
- Multiple choice
- Using the either-or questioning technique so that struggling learners could still use the target language in answering questions

Differentiation for Support (ELL)

- Student choice in method of presenting projects (ie. google slides, a poster, an essay)
- Multiple choice
- Using the either-or-questioning technique so that ELL learners could still use the target language in answering questions.

Differentiation for Enrichment:

- Create a student assessment using greetings (i.e. create a kahoot, student quiz)
- Read children’s literature in the target language and answer some questions on it for comprehension of printed text.



Unit 2: Calendar/Weather/Numbers		Unit Duration: approximately 3 weeks	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLS): <ul style="list-style-type: none">7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture (s) and in students’ own cultures.7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture (s) and in students’ own cultures.			
Interdisciplinary Companion Standards (NJSLS): <ul style="list-style-type: none">Math 4.0 A- Use the four operations with whole numbers to solve problems			
Technology Integration (NJSLS 8): <ul style="list-style-type: none">8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.8.2.5.ED.1: Explain the functions of a system and its subsystems.			
21st Century Skills Integration (NJSLS 9): <ul style="list-style-type: none">CLKS1 Act as a responsible and contributing community member and employee.CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.CLKS9 Work productively in teams while using cultural/global competence.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively			
Transfer Goal: <p>Students will be able to <u>independently</u> use their learning to apply the vocabulary to having a simple conversation in Spanish using vocabulary that has been learned with respect to the calendar, weather, and numbers.</p>			
Students will understand that: <ul style="list-style-type: none">A Spanish calendar is different from an English calendar.Days of the week are important for planning events and knowing where to be on a certain day.Weather determines how we dress when going outside.Numbers are important and necessary for counting money, objects, describing your age, etc.Location of a country has to do with what type of weather is experienced in that country.		Essential Questions: <ul style="list-style-type: none">Why is knowing the days of the week important?Why is knowing the weather important?Why are numbers important to us?How does location impact or affect the weather?	
Students will know: <ul style="list-style-type: none">Days of the week in SpanishWhat day it will be tomorrow and what day it was yesterday.The differences between a Spanish calendar and an English calendar.How to express the date in Spanish and in what order it should be expressed.Different phrases to describe the weather.Numbers up to 100.How to solve addition, subtraction, multiplication, and division problems and come up with the answer in Spanish.Different types of weather expressions that are typical of different Spanish speaking countries.		Students will be able to: <ul style="list-style-type: none">Name the days of the week in Spanish.Express what day it is tomorrow and what day it was yesterday.Describe the differences between a Spanish calendar and an English calendar.Say and write the date in Spanish.Describe the weather.Compare and contrast weather in Verona, NJ to Spanish speaking countries.Count up to 100.Recognize numbers up to 100.Solve addition, subtraction, multiplication, and division problems and come up with the answer in Spanish.	
Stage 2: Acceptable Evidence			
Transfer Task: <ul style="list-style-type: none">Given a template with lines, students will need to fill in the date appropriately in Spanish.Students will pretend to be a weather reporter and will report on the conditions and weather in Verona, NJ as well as a Spanish speaking country of his/her choice.Given math problems, students will need to solve it and respond to the problem in Spanish in both oral form and in written form. Other Evidence: <ul style="list-style-type: none">Speaking: Students will be able to ask questions regarding the calendar in Spanish and will be able to respond orally as well.Listening: Students will listen to word problems being said aloud and students will have to try to solve the problem.Writing: Students will be able to write in a short sentence, what day it is today, what day it will be tomorrow, and what day it was Yesterday.			
Reference Materials			
<ul style="list-style-type: none">Teacher created worksheetsGoogleKahootFlipgrid			
Accommodations and Modifications			



Differentiation for Support (Special Ed and Struggling Learners)

- Using the either-or method so that students can still speak and participate in answering questions in Spanish.
- Clue words as to what should go in what order when describing the date.
- Multiple choice
- Modified assignment for struggling learners (i.e. instead of giving them multiplication and division which they may still struggle in their Language Arts classes, I could give them addition and subtraction to encourage student success.

Differentiation for Support (ELL)

- Using the either-or method so that students can still speak and participate in answering questions in Spanish.
- Clue words as to what should go in what order when describing the date.
- Multiple choice

Differentiation for Enrichment:

- Research other weather expressions in Spanish and use the applicable ones to describe the weather.
- Students will create their own Math word problems that can be utilized in class.



Unit 3: Things I Like to Do		Unit Duration: 3-4 weeks	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLs): <ul style="list-style-type: none">7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.7.1.NL.IPERS.4: React to a few procedural instructions, directions and commands in classroom situations.7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.			
Interdisciplinary Companion Standards (NJSLs): <ul style="list-style-type: none">SL.4.1.(English/Language Arts) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.			
Technology Integration (NJSLs 8): <ul style="list-style-type: none">8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.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.			
21st Century Skills Integration (NJSLs 9): <ul style="list-style-type: none">CLKS1 Act as a responsible and contributing community member and employee.CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.CLKS9 Work productively in teams while using cultural/global competence.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively			
Transfer Goal: Students will be able to <u>independently</u> use their learning to communicate with others in Spanish.			
Students will understand that: <ul style="list-style-type: none">We are all unique; therefore, we have different interests. Some people may like similar things, but others may have different interests. It is what makes us all special and interesting.Communicating in sentences allows for better understanding when speaking.Learning new vocabulary adds more words to what you know and can help you effectively communicate better.		Essential Questions: <ul style="list-style-type: none">How does meeting people with both similar and different interests make this world a more interesting place to live?Why is it better to communicate using sentences rather than just words?On the flip side, how is learning new vocabulary helpful in communication?	
Students will know: <ul style="list-style-type: none">How to ask and respond to a friend about liking or disliking certain activities.Vocabulary pertaining to hobbies.How to create a chart to compare data of hobbies a partner likes, dislikes, or likes so-so.How to say in Spanish how many of their partner answered of hobbies they like, dislike, and like so-so.		Students will be able to: <ul style="list-style-type: none">Ask and respond with a partner to questions of whether they like certain sports, certain hobbies, and activities.Compare and contrast data on a chart.Communicate using vocabulary and sentences learned.	
Stage 2: Acceptable Evidence			
Transfer Task: <ul style="list-style-type: none">Students will communicate with a partner to find out what hobbies he or she likes and dislikes. Other Evidence: <ul style="list-style-type: none">Speaking: Students will ask and respond to questions about activities their partner likes and dislikes.Listening: Students will record data according to what he or she heard their partner say.Writing: Students will write down how to ask certain questions to check for understanding.			
Reference Materials			
<ul style="list-style-type: none">Google ClassroomTeacher created worksheetsFlipgrid			
Accommodations and Modifications			
Differentiation for Support (Special Education & Struggling Learners) <ul style="list-style-type: none">Allow students to complete the assignment on the chromebook so that the struggling learner has the text-to-speech feature in case it is needed,Allow for extra time for completion of tasks.Pair up with a stronger student so that the struggling student could have what needs to be said modeled correctly. Differentiation for Support (ELL) <ul style="list-style-type: none">Allow students to complete the assignment on the chromebook so that the struggling learner has the text-to-speech feature in case it is needed.		Differentiation for Enrichment: <ul style="list-style-type: none">Students will come up with questions to ask that recycles old vocabulary with new vocabulary to create new questions.	



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| <ul style="list-style-type: none">• Allow for extra time for completion of tasks.• Pair up with a stronger student so that the struggling student could have what needs to be said modeled correctly. | |
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Unit 4: Time		Unit Duration: approximately 4-6 weeks	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLS): <ul style="list-style-type: none">7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.			
Interdisciplinary Companion Standards (NJSLS): <ul style="list-style-type: none">A.4.M.D Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (Solving problems involving the passage and intervals of time)			
Technology Integration (NJSLS 8): <ul style="list-style-type: none">8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.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.			
21st Century Skills Integration (NJSLS 9): <ul style="list-style-type: none">CLKS1 Act as a responsible and contributing community member and employee.CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.CLKS9 Work productively in teams while using cultural/global competence.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively			
Transfer Goal: <p>Students will be able to <u>independently</u> use their learning to apply their knowledge of Spanish greetings in order to begin a conversation in the target language of Spanish.</p>			
Students will understand that: <ul style="list-style-type: none">Time is essential for knowing what activities are required to be done at a certain time.Time is important to know for planning one’s day.Time is important for knowing when special holidays are celebrated or special events such as birthdays.If time did not exist, we would not know when to eat, sleep, or plan things for the day or for days, months, and years ahead.		Essential Questions: <ul style="list-style-type: none">Why is knowing time important?What would happen if time did not exist?	
Students will know: <ul style="list-style-type: none">How to ask What time is it in Spanish.How to respond to the hour and half hour in SpanishHow to describe what time certain activities are done.How to calculate what time they arrive on a certain mode of transportation using word problems.		Students will be able to: <ul style="list-style-type: none">Distinguish between the hour and half hour on a clockTell time in SpanishAsk and respond appropriately to time.Describe activities that they do at various times in the day.	
Stage 2: Acceptable Evidence			
Transfer Task: <ul style="list-style-type: none">With partners, students will show a time on the clock and the partner has to answer it in Spanish. Other Evidence: <ul style="list-style-type: none">Speaking: Students will have to respond to questions aloud in which they are required to respond correctly to the question in Spanish.Listening/Reading: Given a time in Spanish, students are required to demonstrate knowledge of time by showing the correct time mentioned on a clock.Writing: Students will have to correctly write the time in a complete sentence in Spanish.			
Reference Materials			
<ul style="list-style-type: none">Teacher created worksheetswww.youtube.comwww.schooltube.comGoogle classroomKahootBilingual literature books received in a grantFlipgrid			
Accommodations and Modifications			
Differentiation for Support (Special Education and Struggling Learners) <ul style="list-style-type: none">Small group instructionPair up with a stronger studentHave the phrase available and visible for them to use as a sentence starter. Differentiation for ESL <ul style="list-style-type: none">Small group instructionPair up with a stronger studentHave the phrase available and visible for them to use as a sentence starter.Model how it should sound like.		Differentiation for Enrichment: <ul style="list-style-type: none">Students can write a short paragraph regarding things that they do during the day and include the times.Have students create a quiz for the class to take.Small group instruction to involve other times besides the hour and the half hour (i.e. 4:15, 4:25, etc).	



Unit 5: Family		Unit Duration: 4 weeks	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLS): <ul style="list-style-type: none">7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.			
Interdisciplinary Companion Standards (NJSLS): <ul style="list-style-type: none">NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Technology Integration (NJSLS 8): <ul style="list-style-type: none">8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.8.2.5.ED.1: Explain the functions of a system and its subsystems.			
21st Century Skills Integration (NJSLS 9): <ul style="list-style-type: none">CLKS1 Act as a responsible and contributing community member and employee.CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.CLKS9 Work productively in teams while using cultural/global competence.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively			
Transfer Goal: <p>Students will be able to <u>independently</u> use their learning to apply the vocabulary to having a simple conversation in Spanish using vocabulary that has been learned with focus upon family specific vocabulary</p>			
Students will understand that: <ul style="list-style-type: none">Students will understand that everything has a name so that it can be easily identified in conversation.People have family so family life is often a topic of conversation that comes up in any language. Speaking with family members allows you to communicate more effectively in the target language.Students will understand that adjectives can help communicate more clearly in that the other person has a description of what is being discussed		Essential Questions: <ul style="list-style-type: none">Why is knowing family names important?How can knowing adjectives help you in conversation with Spanish?	
Students will know: <ul style="list-style-type: none">Family vocabularyAdjectives to describe family. (i.e. grande, mediana, pequena)How to describe how many brothers or sisters he or she has or if an only child.Comprehension answers to questions based on a paragraph.Question phrase vocabulary to initiate a basic conversation.		Students will be able to: <ul style="list-style-type: none">Use adjectives to describe their family.Express how many siblings they have through verbal and written communication.Read a paragraph about family.Use context clues to answer questions about familyCommunicate with a partner with basic communication.	
Stage 2: Acceptable Evidence			
Transfer Task: <ul style="list-style-type: none">With a partner, students will be able to have a basic conversation about family. <p>Other Evidence:</p> <ul style="list-style-type: none">Speaking: Students will take turns asking a partner questions regarding family.Listening/Reading: Students will answer comprehension questions using a paragraph about family.Writing: Students will write a paragraph about their family using the sentence starters from the paragraph.			
Reference Materials			
<ul style="list-style-type: none">Teacher created worksheetswww.youtube.comwww.schooltube.comGoogle classroomKahootFlipgridBilingual literature books received in a grant			
Accommodations and Modifications			
Differentiation for Support (ELL, Spec. Ed., Struggling Learners) <ul style="list-style-type: none">Have students highlight important information with a highlighter.Small group instructionPair up student with a higher level student.Model dialogue Differentiation for Support (ELL) <ul style="list-style-type: none">Have students highlight important information with a highlighter.Small group instruction.Pair up student with a higher level student.Model dialogue.		Differentiation for Enrichment: <ul style="list-style-type: none">Add extended dialogue for advanced students.Small group instruction for extended learning.	



Unit 6: Places in the Community		Unit Duration: 3-4 weeks	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLs): <ul style="list-style-type: none">7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as boldend words, bulleted lists, and/or captions.7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.			
Interdisciplinary Companion Standards (NJSLs): <ul style="list-style-type: none">6.1.P.B.1-Develop an awareness of the physical features of the neighborhood/community6.1.P.B.2-Identify, discuss, and role-play the duties of a range of community			
Technology Integration (NJSLs 8): <ul style="list-style-type: none">8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.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.			
21st Century Skills Integration (NJSLs 9): <ul style="list-style-type: none">CLKS1 Act as a responsible and contributing community member and employee.CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.CLKS9 Work productively in teams while using cultural/global competence.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively			
Transfer Goal: <p>Students will be able to <u>independently</u> use their learning to apply knowledge of locations and communities in order to ask and answer questions in Spanish in a basic conversation.</p>			
Students will understand that: <ul style="list-style-type: none">Students will understand that everything has a name so that it can be easily identified in conversation.Students will understand that the community is a part of our world and is therefore important to know for communication.Students will understand that communities vary in size, but most communities share various common places where people can go.Students will understand that knowing places in the community in Spanish could help when traveling to a Spanish speaking country or to help someone out who may not know English in our community.		Essential Questions: <ul style="list-style-type: none">Why is it important to know how to say places in the community in Spanish?Do you think all communities are the same or different? Explain why.How can knowing places in the community help you in Spanish?	
Students will know: <ul style="list-style-type: none">Names of common places found in communitiesCommunities share similarities and differences.How to ask and respond if they like going to certain places in the community.How to express what places students like going and which places they dislike going.How to identify what place in the community is to the left and right on a map.		Students will be able to: <ul style="list-style-type: none">Say the names of places in the community.Compare and contrast communities.Ask a classmate if they like going to a certain place and will be able to respond using Si me gusta or No me gusta.Identify what place in the community is to the right and to the left of something.	
Stage 2: Acceptable Evidence			
Transfer Task: <ul style="list-style-type: none">Students will create a map of the community and will create a few sentences that describe the location of what is to the left and to the right. <p>Other Evidence:</p> <ul style="list-style-type: none">Speaking: Students will ask each other if they like to go certain places and will have to ask and respond appropriately in Spanish.Listening/Reading: On a map, students will identify what is to the right and to the left of something.Writing: Students will express places they enjoy going and places they dislike going.			
Reference Materials			
<ul style="list-style-type: none">Teacher created worksheetsFlipgridKahoot			
Accommodations and Modifications			
Differentiation for Support (Special Education & Struggling Learners) <ul style="list-style-type: none">Pair up student with a higher level student so that the skill could be demonstrated.Allow student to use key words and phrases instead of sentences.Have students describe the concepts orally if they experience difficulty expressing the concepts in written form.		Differentiation for Enrichment: <ul style="list-style-type: none">Have students create a kahoot assessment with vocabulary for places in the community.Student based interest project	
Differentiation for Support (ELL)			



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| <ul style="list-style-type: none">● Pair up student with a higher level student so that the skill could be demonstrated.● Allow student to use key words and phrases instead of sentences.● Have students describe the concepts orally if they experience difficulty expressing the concepts in written form. | |
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Unit 7: Food (modified during covid restrictions)		Unit Duration: 3 weeks	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLs): <ul style="list-style-type: none">7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.			
Interdisciplinary Companion Standards (NJSLs): <ul style="list-style-type: none">2.1.4.A.2 (Health) Determine the relationship of personal health practices and behaviors on an individual's body systems			
Technology Integration (NJSLs 8) <ul style="list-style-type: none">8.1.5.DA.1: Collect, organize and display data in order to highlight relationships or support a claim.8.2.5.ED.1: Explain the functions of a system and its subsystems.			
21st Century Skills Integration (NJSLs 9): <ul style="list-style-type: none">CLKS1 Act as a responsible and contributing community member and employee.CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.CLKS9 Work productively in teams while using cultural/global competence.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively			
Transfer Goal: <p>Students will be able to <u>independently</u> use their learning to accurately communicate what is needed or wanted with regard to food needs in the target language of Spanish.</p>			
Students will understand that: <ul style="list-style-type: none">Food is a common topic of conversation in any language.Knowing food in Spanish can help if they were to travel to a Spanish speaking country.Vocabulary learned in languages can help in communicating thoughts and ideas.		Essential Questions: <ul style="list-style-type: none">Why is it important to have names for food?Why is it important to learn the names of foods for the languages that you speak?	
Students will know: <ul style="list-style-type: none">How to say food vocabulary.How to ask other students what they ordered for the special Spanish luncheon.How to respond to other students about what they ordered for the special Spanish luncheon.		Students will be able to: <ul style="list-style-type: none">Name foods in Spanish.Ask students what they ordered for the special Spanish luncheon.Respond to student questions in Spanish.	
Stage 2: Acceptable Evidence			
Transfer Task: <ul style="list-style-type: none">During the special Spanish luncheon, students will ask and respond in Spanish to the Spanish food that was ordered. <p>Other Evidence:</p> <ul style="list-style-type: none">Speaking: Students will describe foods that they like and dislike.Listening/Reading: Students will listen to other students as to what was ordered and will be able to serve them the appropriate food through identification of the food.Writing: Students will write down what was ordered in Spanish.			
Reference Materials			
<ul style="list-style-type: none">Teacher created worksheetsSmartboardGoogleChromebook			
Accommodations and Modifications			
Differentiation for Support (Special Education and Struggling Learners) <ul style="list-style-type: none">Allow for students to prepare their part ahead of time at home to practice how to ask the questions and respond to the questions in Spanish.Allow them to use their paper to ask and respond to questions in Spanish as a guide.		Differentiation for Enrichment: <ul style="list-style-type: none">Students can ask and respond to questions without the use of a paper and guide.Students can research other food names and come up with questions to ask their classmates and include visuals to “teach” the lesson.	
Differentiation for Support (ELL) <ul style="list-style-type: none">Allow for students to prepare their part ahead of time at home to practice how to ask the questions and respond to the questions in Spanish.Allow them to use their paper to ask and respond to questions in Spanish as a guide.			