



World Languages (Spanish) Curriculum Guide – Grade 4

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; ● In ensuring that the district has a well-trained, highly qualified and competent staff; ● In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

PACING CHART

Unit	Time Frame
1:Greetings & Introductions: Los saludos	4-5 days
2:Family & Friends: La familia y los amigos	4-5 days
3:Hobbies & Interests: Los pasatiempos y los intereses	4-5 days
4:School: La escuela	4-5 days
5:Descriptions: Las descripciones	4-5 days
6:Home: La casa	4-5 days
7:Health and Body: La salud y el cuerpo	3-5 days
8: Calendar and Traditions: El calendario y las tradiciones	3-5 days
Total Days	30-40 days

Educational Technology

Indicators: 8.1.5.A.1, 8.1.5.A.2

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. (Units 1,2,3,4,5,6,7,8)
- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. (Units 5, 6)

21st Century Life and Careers Skills

Indicators: 9.2.4.A.2, 9.2.4.A.4

- Identify various life roles and civic and work-related activities in the school, home, and community. (Units 2, 3, 4, 6, 8)
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Units 1, 4, 5, 7)

Career Ready Practices

Indicators: CRP4, CRP7

- Communicate clearly and effectively and with reason. (Units 1,2,3,4,5,6,7,8)
- Employ valid and reliable research strategies. (Units 2,4,6,7,8)

Grade: Fourth	Content: World Language (Spanish)	
Unit 1: Greetings and Introductions: Los Saludos		Time Frame: 4-5 days
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● How do you appropriately greet people? ● Why is being able to start and end a conversation important? 		<ul style="list-style-type: none"> ● The learner will be able to greet people in Spanish using culturally authentic expressions and vocabulary. ● When having a conversation, there are certain words that help us express our thinking. ● There is a difference between formal and informal greetings.

Skills		Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Introduce themselves to someone they do not know. ● Start and end a conversation appropriately. ● Write a response to an email. ● Distinguish between formal and informal greetings. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of using appropriate greetings depending on the familiarity of the individual. ● Demonstrate understandings of oral conversation by responding appropriately. ● Distinguish between formal and informal subject pronouns. 	
Vocabulary	Resources	Assessment/Project	
<ul style="list-style-type: none"> ● Adiós/Ciao ● Hasta luego ● Mucho gusto el ● señor la señora ● la señorita ● Review Vocabulary ● Hola ● Gracias ● Por favor ● Buenos días ● Buenas tardes ● Buenas noches ● Muy bien ● ● ● ● ● ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login Additional Resources: ● http://spanish4teachers.org/elementaryspanishresources/ ● 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. 	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.3.5.C.2
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum <ul style="list-style-type: none"> ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (crosscurricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Role play and practice greeting one another.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games □ Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ □ □ Use cooperative learning groups □ □ Require physical response to check comprehension □ Model activities for students • □ Use hands-on activities □ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content □ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? • □ Show pictures or words to choose from in response to a question □ Pictorial Retell □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. • □ Use a student buddy, if possible someone with the same language. □ Ask students to categorize objects. □ Provide books and audiobooks with patterned sentence structure and pictures. □ Label objects around the room and around the school in English and other languages. 	<ul style="list-style-type: none"> ● List and review instructions step by step ● Build on students’ prior knowledge ● Ask literal questions-who, when, where, what. ● Teach explicit phonemic awareness, phonic rules, and skills. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. ● Ask how and why questions. ● Check for understanding by asking students to tell you what something means. ● Students can paraphrase the assignment to you. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. ● Check for understanding of academic vocabulary. 	<ul style="list-style-type: none"> ● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. ● As student to tell “Why do you think....?” or ● “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
<ul style="list-style-type: none"> ● Encourage students to use full sentences. ● Make modifications to assignments and tests, so the student will not be overwhelmed. ● Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> ● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> ● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers 	

Grade: Fourth	Content: World Language (Spanish)	
Unit 2: Family and Friends La familia y los amigos		Time Frame: 4-5 days
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> <input type="checkbox"/> How is my community different from other communities around the world? <input type="checkbox"/> Why is family important? 		<ul style="list-style-type: none"> ● There are certain vocabulary words to describe different members of the family. ● Communities are unique and diverse. ● Family can be people who live in your home or a part of your extended family. ● The verb <i>tener</i>, which means to have, is also used to talk about the features a person has.

Skills		Student Learning Objectives	
Students will be able to: <ul style="list-style-type: none"> Describe their family. Explain where their family members live. Describe their neighborhood and community. Compare their community to a Latin-American community. 		Students will know how to: <ul style="list-style-type: none"> Compare and contrast communities. Identify what makes their community unique. Explain how families are different. Understand when to use the verb “tener.” 	
Vocabulary	Resources	Assessment/Project	
el/la hijo(a) la mamá el papá el/la <ul style="list-style-type: none"> hermano(a) el/la espos(a) el/la abuelo(a) la familia el/la tío(a) el/la primo(a) el/la sobrino(a) el/la nieto(a) el hombre la comunidad el/la amigo(a) 	Middlebury Interactive: <ul style="list-style-type: none"> https://app.middleburyinteractive.com/login Additional Resources: http://spanish4teachers.org/elementaryspanishresources/ 	Formative Assessment <ul style="list-style-type: none"> Journals Projects Portfolio Observation Role Playing/Dramatization Journals Presentations Student Conferencing Vocabulary Quizzes Summative Assessment <ul style="list-style-type: none"> End of unit assessments Alternative Assessment <ul style="list-style-type: none"> For Special Education students refer to accommodations and modifications indicated in IEP. For 504 students refer to accommodations indicated in 504 plan. ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. 	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	6.1.4.D.18
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps Repeat, clarify or reword directions ● Mini-breaks between tasks Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers ● ● ● ● 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (crosscurricular). ● Using supplementary materials in addition to the normal range of resources. 	<p>□ Illustrate and explain the differences between their community and a Latin-American community.</p>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games □ Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ □ Use cooperative learning groups • □ □ Require physical response to check comprehension □ Model activities for students • □ Use hands-on activities □ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content □ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? • □ Show pictures or words to choose from in response to a question □ Pictorial Retell □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. • □ Use a student buddy, if possible someone with the same language. □ Ask students to categorize objects. □ Provide books and audiobooks with patterned sentence structure and pictures. □ Label objects around the room and around the school in English and other languages. 	<ul style="list-style-type: none"> ● List and review instructions step by step ● Build on students’ prior knowledge ● Ask literal questions-who, when, where, what. ● Teach explicit phonemic awareness, phonic rules, and skills. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. ● Ask how and why questions. ● Check for understanding by asking students to tell you what something means. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. ● Check for understanding of academic 	<ul style="list-style-type: none"> ● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. ● As student to tell “Why do you think....?” or ● “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
<ul style="list-style-type: none"> ● Students can paraphrase the assignment to you. ● Encourage students to use full sentences. ● Make modifications to assignments and tests, so the student will not be overwhelmed. ● Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> ● vocabulary. ● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> ● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Fourth	Content: World Language (Spanish)
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Unit 3: Hobbies and Interests Los pasatiempos y los intereses	Time Frame: 4-5 days
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New Jersey Student Learning Standards:

7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why are hobbies important? • How do games in the United States compare to games played in other parts of the world? 	<ul style="list-style-type: none"> • People who share common interests develop relationships. • There is a difference between activities you like to do versus activities you have to do.

Skills		Student Learning Objectives	
Students will be able to: <ul style="list-style-type: none"> ● Explain what they like to do and don't like to do. ● Compare games played in the United States to popular Latin-American games. 		Students will know how to: Demonstrate knowledge and expression of participating in activities with others. <ul style="list-style-type: none"> ● Demonstrate comprehension of simple oral and written vocabulary in context. ● Understand when and how to use the verb "gustar." 	
Vocabulary	Resources	Assessment/Project	
<ul style="list-style-type: none"> ● el juego de mesa el videojuego los deportes la película el libro la música el pasatiempo jugar pintar ver leer escuchar nadar ● ● ● ● 	Middlebury Interactive: <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login Additional Resources: <ul style="list-style-type: none"> ● http://spanish4teachers.org/elementaryspanishresources/ 	Formative Assessment <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes Summative Assessment <ul style="list-style-type: none"> ● End of unit assessments Alternative Assessment <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. 	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	6.1.4.D.13
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers ● 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Compare and contrast games played in Latin America to the United States.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • ☐ Use manipulatives, visuals, props, and games ☐ Create climate of acceptance/respect that supports acculturation ☐ Provide pictorial representation of target word vocabulary. • ☐ ☐ ☐ Use cooperative learning groups ☐ ☐ Require physical response to check comprehension ☐ Model activities for students • ☐ Use hands-on activities ☐ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?) Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • ☐ ☐ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? ☐ • ☐ Show pictures or words to choose from in response to a question Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. • ☐ Use a student buddy, if possible someone with the same language. ☐ Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Label objects around the room and around the school in English and other languages. 	<ul style="list-style-type: none"> ● List and review instructions step by step ● Build on students’ prior knowledge ● Ask literal questions-who, when, where, what. ● Teach explicit phonemic awareness, phonic rules, and skills. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. ● Ask how and why questions. ● Check for understanding by asking students to tell you what something means. ● Students can paraphrase the assignment to you. ● Encourage students to use full sentences. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. ● Check for understanding of academic vocabulary. 	<ul style="list-style-type: none"> ● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. ● As student to tell “Why do you think....?” or ● “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
<ul style="list-style-type: none"> ● Make modifications to assignments and tests, so the student will not be overwhelmed. ● Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> ● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> ● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 	<ul style="list-style-type: none"> ● Repeat, clarify, and restate target word vocabulary. ● Preferential seating ● Word banks ● Adjust length of assignment ● Repeat clarify or reword directions ● Small group instruction ● Brief concrete directions ● Provide immediate feedback ● Visual graphic organizers 	

Grade: Fourth	Content: World Language (Spanish)	
Unit 4: School/La Escuela		Time Frame: 4-5 days
<p>New Jersey State Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● Why is school important? ● How do school systems differ in a Spanish speaking country? 		<ul style="list-style-type: none"> ● School systems in other countries have similarities and differences to ours. ● School schedules have similar schedules. ● School is important for multiple reasons. ● Nouns have a gender. ● All nouns have an article which depends on the gender of the noun. ● Nouns can be singular or plural.

Skills		Student Learning Objectives	
Students will be able to: <ul style="list-style-type: none"> ● Explain what things are in their backpack. ● Maintain a conversation about school. ● Write their basic class schedule. ● Compare their school to a school in a Spanish speaking country. 		Students will know how to: Demonstrate comprehension of simple oral and written vocabulary in context. <ul style="list-style-type: none"> ● Apply the articles “el” and “la” to a noun. 	
Vocabulary	Resources	Assessment/Project	
<ul style="list-style-type: none"> ● la escuela la clase el escritorio el maestro/la maestra el cuaderno el lápiz la pluma la mochila fácil difícil las ciencias las matemáticas el inglés la geografía el arte el recreo ● ● ● ● ● ● ● ● ● ● 	Middlebury Interactive: <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login Additional Resources: ● http://spanish4teachers.org/elementaryspanishresources/ Nouns, Genders, Article Game: ● https://www.spanishplayground.net/spanish-online-activity-kidsgender-onlinefreespanish/ 	Formative Assessment <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes Summative Assessment <ul style="list-style-type: none"> ● End of unit assessments Alternative Assessment <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. 	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	W.4.2
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Compare and contrast school systems in another country to the United States school systems.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games □ Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ □ □ Use cooperative learning groups □ □ Require physical response to check comprehension □ Model activities for students • □ Use hands-on activities □ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content □ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? • □ Show pictures or words to choose from in response to a question □ Pictorial Retell □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. • □ Use a student buddy, if possible someone with the same language. □ Ask students to categorize objects. □ Provide books and audiobooks with patterned sentence structure and pictures. □ Label objects around the room and around the school in English and other languages. 	<ul style="list-style-type: none"> ● List and review instructions step by step ● Build on students’ prior knowledge ● Ask literal questions-who, when, where, what. ● Teach explicit phonemic awareness, phonic rules, and skills. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. ● Ask how and why questions. ● Check for understanding by asking students to tell you what something means. ● Students can paraphrase the assignment to you. ● Encourage students to use full sentences. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. ● Check for understanding of academic vocabulary. 	<ul style="list-style-type: none"> ● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. ● As student to tell “Why do you think....?” or ● “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
<ul style="list-style-type: none"> ● Make modifications to assignments and tests, so the student will not be overwhelmed. ● Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> ● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> ● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers 	

Grade: Fourth	Content: World Language (Spanish)	
Unit 5: Descriptions/Las Descripciones		Time Frame: 4-5 days
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● What is an adjective? ● How do adjectives make sentences more interesting? ● What questions can an adjective answer? ● How can people communicate with one another? ● How are adjectives in Spanish different than English? 		<ul style="list-style-type: none"> ● Adjectives are words that are used to describe a noun. ● When adjectives are used, it enhances the description of the topic. ● Nouns have assigned genders. ● Adjectives match the gender of the noun they describe. ● Adjectives match the number of the noun they describe. ● People can communicate with one another in different ways.

Skills		Student Learning Objectives	
<p>Students will be able to:</p> <p>Utilize adjectives to describe themselves physically, describe how they feel, and write about family members.</p> <ul style="list-style-type: none"> Employ common Hispanic gestures to show expression. 		<p>Students will know how to:</p> <p>Utilize adjectives to enhance their descriptions.</p> <ul style="list-style-type: none"> Use hand gestures to help communicate. Correlate the correct adjective form to the noun when speaking Spanish. 	
Vocabulary	Resources	Assessment/Project	
<ul style="list-style-type: none"> alto(a) bajo(a) gordo(a) delgado(a) guapo(a) feo(a) bonito(a) débil enojado(a) tranquilo(a) nervioso(a) sorprendido(a) Review Vocabulary fuerte feliz triste emocionado(a) 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> https://app.middleburyinteractive.com/login Additional Resources: http://spanish4teachers.org/elementaryspanishresources/ 	<p>Formative Assessment</p> <ul style="list-style-type: none"> Journals Projects Portfolio Observation Role Playing/Dramatization Journals Presentations Student Conferencing Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> For Special Education students refer to accommodations and modifications indicated in IEP. For 504 students refer to accommodations indicated in 504 plan. ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. 	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	W.4.4
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Write about themselves and family members using adjectives learned.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • ☐ Use manipulatives, visuals, props, and games ☐ Create climate of acceptance/respect that supports acculturation ☐ Provide pictorial representation of target word vocabulary. • ☐ ☐ ☐ Use cooperative learning groups ☐ ☐ Require physical response to check comprehension ☐ Model activities for students • ☐ Use hands-on activities ☐ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?) Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • ☐ ☐ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? ☐ • ☐ Show pictures or words to choose from in response to a question Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. • ☐ Use a student buddy, if possible someone with the same language. ☐ Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Label objects around the room and around the school in English and other languages. 	<ul style="list-style-type: none"> ● List and review instructions step by step ● Build on students’ prior knowledge ● Ask literal questions-who, when, where, what. ● Teach explicit phonemic awareness, phonic rules, and skills. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. ● Ask how and why questions. ● Check for understanding by asking students to tell you what something means. ● Students can paraphrase the assignment to you. ● Encourage students to use full sentences. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. ● Check for understanding of academic vocabulary. 	<ul style="list-style-type: none"> ● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. ● As student to tell “Why do you think....?” or ● “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
<ul style="list-style-type: none"> ● Make modifications to assignments and tests, so the student will not be overwhelmed. ● Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> ● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> ● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.

Differentiated Instruction

Special Education

504

Provide pictorial representation of target word vocabulary.

- Extra time for assigned tasks
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders
-
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- Repeat, clarify, and restate target word vocabulary.
- Preferential seating
- Word banks
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

Grade: Fourth	Content: World Language (Spanish)	
Unit 6: Home/La casa		Time Frame: 4-5 days
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● What makes up a home? ● How do homes differ in different countries? 		<ul style="list-style-type: none"> ● There are many ways to describe your home. ● There are different words used to show affirmation and negation.

Skills		Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe their house. Identify the chores they are responsible for. Describe the furniture in their bedroom. Compare United States homes to Latin-American homes. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> Connect prior knowledge to present learning. Compare differences in cultures. 	
Vocabulary	Resources	Assessment/Project	
<p>la casa el patio el vecino/la vecina el cuarto el baño el dormitorio la cocina la sala la mesa el sofá la cama el piso la ventana la puerta</p> <ul style="list-style-type: none"> 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> https://app.middleburyinteractive.com/login Additional Resources: http://spanish4teachers.org/elementaryspanishresources/ 	<p>Formative Assessment</p> <ul style="list-style-type: none"> Journals Projects Portfolio Observation Role Playing/Dramatization Journals Presentations Student Conferencing Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> End of unit assessments Students can draw a picture of their bedroom and label it appropriately. <p>Alternative Assessment</p> <ul style="list-style-type: none"> For Special Education students refer to accommodations and modifications indicated in IEP. For 504 students refer to accommodations indicated in 504 plan. ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. 	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	W.4.2
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • A higher quality of work than the norm for the given age group. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Compare and contrast personal home life to a country studied in this unit.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games □ Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ □ □ Use cooperative learning groups □ □ Require physical response to check comprehension □ Model activities for students • □ Use hands-on activities □ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content □ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? • □ Show pictures or words to choose from in response to a question □ Pictorial Retell □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. • □ Use a student buddy, if possible someone with the same language. □ Ask students to categorize objects. □ Provide books and audiobooks with patterned sentence structure and pictures. □ Label objects around the room and around the school in English and other languages. 	<ul style="list-style-type: none"> ● List and review instructions step by step ● Build on students’ prior knowledge ● Ask literal questions-who, when, where, what. ● Teach explicit phonemic awareness, phonic rules, and skills. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> • Have students brainstorm, list, web, use graphic organizers Ask questions soliciting opinions, judgment, explanation (more why and how questions) • Introduce figurative language Ask student to tell about, describe, explain. • Ask how and why questions. • Check for understanding by asking students to tell you what something means. • Students can paraphrase the assignment to you. • Encourage students to use full sentences. • • 	<ul style="list-style-type: none"> • Demonstrate how to verify answers (oral and written) Ask how and why questions. • Ask student to tell “what would happen if questions, Tell me as much as you can about....” • Give the student a list of target words for each unit of study. • Check for understanding of academic vocabulary. • • 	<ul style="list-style-type: none"> • Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. • As student to tell “Why do you think....?” or “What would you recommend?” • Make modifications to assignments and tests as necessary. • Students should have a list of target words for each unit of study. •
<ul style="list-style-type: none"> • Make modifications to assignments and tests, so the student will not be overwhelmed. • Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> • Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> • Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.
Differentiated Instruction		
Special Education		504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 		<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Fourth	Content: World Language (Spanish)	
Unit 7: Health and Body/La Salud y el Cuerpo		Time Frame: 3-5 days
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● How can I describe my body? ● What do other cultures consider important? 		<ul style="list-style-type: none"> ● The human body consists of many body parts. ● Different cultures value different things. ● When speaking Spanish, there are formal and informal verbs.

Skills		Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the parts of the body. ● Explain what part of my body hurts. ● Explain the importance of yerba mate. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Use Spanish vocabulary to target parts of their body. ● Integrate words previously learned with new vocabulary. ● Properly use the verb estar and ser. 	
Vocabulary	Resources	Assessment/Project	
<p>a cabeza la cara el ojos la nariz la boca la oreja la mano la pierna la rodilla el pie el brazo el dedo el cuerpo la espalda la salud el médico/la médica la medicina enfermo(a)</p>	<ul style="list-style-type: none"> ● Middlebury Interactive: https://app.middleburyinteractive.com/login ● Additional Resources: http://spanish4teachers.org/elementaryspanishresources/ ● Activities for Learning Parts of the Body: https://www.spanishplayground.net/spanish-body-parts-activities/ ● 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments ● Students can draw a self-portrait and label it with as many words as they know. <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. 	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	6.1.4.D.13
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • A higher quality of work than the norm for the given age group. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Research another culture and present what they consider to be important and reasons for the importance.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ □ □ Use cooperative learning groups □ □ Require physical response to check comprehension □ Model activities for students • □ Use hands-on activities Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?) Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? □ • □ Show pictures or words to choose from in response to a question Pictorial Retell □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. • □ Use a student buddy, if possible someone with the same language. □ Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Label objects around the room and around the school in English and other languages. 	<ul style="list-style-type: none"> ● List and review instructions step by step ● Build on students’ prior knowledge ● Ask literal questions-who, when, where, what. ● Teach explicit phonemic awareness, phonic rules, and skills. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. ● Ask how and why questions. ● Check for understanding by asking students to tell you what something means. ● Students can paraphrase the assignment to you. ● Encourage students to use full sentences. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. ● Check for understanding of academic vocabulary. 	<ul style="list-style-type: none"> ● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. ● As student to tell “Why do you think....?” or ● “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
<ul style="list-style-type: none"> ● Make modifications to assignments and tests, so the student will not be overwhelmed. ● Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> ● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> ● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers 	

Grade: Fourth	Content: World Language (Spanish)	
Unit 8 Calendar and Traditions: El calendario y las tradiciones		Time Frame: 3-5 days
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1. NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1. NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1. NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1. NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● What traditions are important around the world? 		<ul style="list-style-type: none"> ● Traditions differ by culture and by family. ● Traditions are often passed down by generations. ● All question words have accents. ● A question in Spanish starts with an upside down question mark.

Skills		Student Learning Objectives			
<p>Students will be able to: State the months of the year.</p> <ul style="list-style-type: none"> ● Answer when their birthday is. ● Describe birthday traditions. ● Compare birthday celebrations in Spanish-speaking countries to my own culture. 		<p>Students will know how to: Integrate words previously learned with new vocabulary.</p> <ul style="list-style-type: none"> ● Properly ask a question in Spanish. ● Compare traditions in different cultures. 			
Vocabulary		Resources		Assessment/Project	
<ul style="list-style-type: none"> ● cumpleaños La ● Navidad ● el mes el año ● <p style="text-align: center;">Review Vocabulary</p> <ul style="list-style-type: none"> ● enero febrero ● marzo ● abril ● mayo ● junio julio ● agosto septiembre ● octubre noviembre ● diciembre ● ● ● ● ● ● 		<ul style="list-style-type: none"> ● Middlebury Interactive: https://app.middleburyinteractive.com/login ● Additional Resources: http://spanish4teachers.org/elementaryspanishresources/ 		<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. 	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	6.1.4.D.13
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • A higher quality of work than the norm for the given age group. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Research and present on a cultures' traditions.

Differentiated Instruction

ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. Use cooperative learning groups Require physical response to check comprehension • □ □ Model activities for students • □ □ Use hands-on activities Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? □ Show pictures or words to choose from in response to a question • □ Pictorial Retell Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Use a student buddy, if possible someone with the same language. Ask students to categorize objects. • □ Provide books and audiobooks with patterned sentence structure and pictures. □ Label objects around the room and around the school in English and other languages. 	<ul style="list-style-type: none"> • List and review instructions step by step • Build on students’ prior knowledge Ask • literal questions-who, when, where, what. Teach explicit phonemic awareness, phonic rules, and skills. • Ask questions with 1-3 word answers. • Ask questions with an either/or option. Ask • students to list, name, tell, which, categorize, draw, label, or create. • Provide sentence frames. •
Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
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<ul style="list-style-type: none"> • Students can paraphrase the assignment to you. • Encourage students to use full sentences. • Make modifications to assignments and tests, so the student will not be overwhelmed. • Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> • vocabulary. Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> • Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.
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Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers