

Fourth Grade World Language Curriculum

Unit: Poetry		Time: September - November	Standards: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.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 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.2 Copy/write words, phrases, or simple guided texts on familiar topics.
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can write a diamante poem using different parts of speech about a famous Hispanic.• I can distinguish between nouns, verbs, and adjectives.• I can conjugate verbs into the present progressive tense.• I can research a famous Hispanic using print and non-print sources.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Write a diamante poem using different parts of speech about a famous Hispanic.○ Sort words into the categories of nouns, verbs, and adjectives.○ Conjugate simple -ar, -er, and -ir verbs into the present progressive tense (E.g. pintar -> pintando).○ Research a famous Hispanic using print and non-print sources in order to find nouns, verbs, and adjective to use in a diamante poem.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">• tablets• paper• pencils

Fourth Grade World Language Curriculum

SUGGESTED ACTIVITIES

- Explore samples of diamante poems in Spanish (<http://www.guioteca.com/educacion-para-ninos/%C2%BFcomo-escribir-un-poema-diamante-una-entretenida-forma-de-aprender/>).
- Translate novice level diamante poems from Spanish to English (<http://elmarescolorazul.blogspot.com/2011/10/poema-diamante.html>).
- Create diamantes based one's self.
- Diamante mad-libs by pulling words out of a hat.
- Around the world game with two-sided verb cards. (Each card has one green and one red word. Students listen for their green word and call out their red words. Red words match green words. Verbs on the cards are in infinitive form and the students conjugate them as they go, aloud.)
- Worksheets to practice conjugation.
- Interactive Smart Board lesson to allow students to physically remove the ending of the verb and add the new ending.
- Host a poetry slam for the students to present their poems.
- Encourage students to act out verbs.
- Research famous Hispanics (<http://www.infoplease.com/spot/hhmbioaz.html>, <http://coloquio.com/famosos/alpha.html>, <http://content.time.com/time/specials/packages/0,28757,2008201,00.html>, <http://teacher.scholastic.com/activities/hispanic/history.htm>).
- Use Quizlet to practice adjectives that are used to describe people (<http://quizlet.com/7877900/spanish-adjectives-to-describe-people-flash-cards/>).

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: gracioso, cómico, serio, ambicioso, perezoso, bueno , fantástico, tímido, sincero, honesto, generoso, simpático, joven, viejo, anciano, trabajador, valiente, luchar, jugar, crear, imaginar, empezar, correr, escribir, pintar, dibujar, poder, querer, creer, tirar, subir, ganar, cantar, trabajar

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.1 Understand the need for and use of copyrights.

Fourth Grade World Language Curriculum

- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Fourth Grade World Language Curriculum

Unit: In a Café		Time: December- February	Standards: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can order food from a menu.• I can identify a variety of food based on description.• I can express preference for a variety of foods.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Order food from an authentic menu.○ Identify a variety of food based on descriptions.○ Express preference for a variety of foods.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">• tablets• paper• pencils

Fourth Grade World Language Curriculum

SUGGESTED ACTIVITIES

- View “There’s No Food Like My Food: Antonio in Spain” on Discovery Education.
- Explore authentic Spanish menus (http://es.barcelona.com/guia_ciudad/donde_comer_en_barcelona/top_10_mejores_restaurantes_en_barcelona).
- Examine a recipe for paella and discuss preferences.
- Vocabulary activities for new words.
- Perform a skit about ordering food from a restaurant.
- Make paella for the students to sample and comment on. Extend the lesson by teaching colloquial sayings to discuss likes and dislikes. (E.g. ¡Está riquísimo!, ¡Que asco!)
- View videos of authentic Spanish dishes being prepared (<http://youtu.be/T-eDbjeTA3E>).
- Discuss variations in cuisine based on the region.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: comer, beber, pedir, ordenar, pagar, El mesero, El camarero, El menú, El orden, La cuenta, libre, ocupado

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
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Technology

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- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.

SEL

- Relationship Skills: Utilize positive communication and social skills to interact effectively with others
- Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
- Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
- Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges

ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Fourth Grade World Language Curriculum

Unit: Police Officer		Time: March- April	Standards: 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 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.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can report past events.• I can describe a person in detail.• I can tell about a person’s likes/dislikes.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Report past events about a rule or law that has been broken○ Describe the offending person in detail (Hair color, eye color, height and clothes worn)○ Tell about a person’s likes/dislikes (Food, activities, pets, etc.).○ Ask questions to obtain information about someone’s likes, dislikes and basic personal information.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">• tablets• paper• pencils

Fourth Grade World Language Curriculum

SUGGESTED ACTIVITIES

- Se Busca poster lesson/activity (<http://www.teacherspayteachers.com/Product/SE-BUSCA-Wanted-Poster-Beginne-Middle-School-Spanish-Poster-Project-542409>).
- Practice vocabulary related to the unit.
- Play Guess Who board game to practice question and answer.
- Use riddles that contain information about classmates for them to identify each other based on descriptions. Each student can write his/her own clues.
- Activities from NJCCCS Standards in Action (<http://www.state.nj.us/education/cccs/standards/7/resources/NoviceHigh.pdf>).

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
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Vocabulary: sospechar, tiene, buscar, crimen, ladrón, hombre, mujer

Cross-Curricular Connections

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Fourth Grade World Language Curriculum

Unit: Future Plans		Time: May- June	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can tell others about future actions.• I can speak using strings of sentences.• I can invite others to join in future plans.	<p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</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.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>7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Tell others about plans for the immediate future using “voy a.”○ Speak using strings of sentences to discuss plans for the immediate future and about the current situation.○ Invite others to join in future plans using simple questions.		Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric	
		Materials <ul style="list-style-type: none">• tablets• paper• pencils	

Fourth Grade World Language Curriculum

SUGGESTED ACTIVITIES

- Review and practice vocabulary.
- Record (teacher) and listen(students) to a dialogue about friends discussing what they will do next.
- CLOZE activity with the dialogue to improve listening skills.
- Comprehension questions about dialogue to check understanding.
- Illustrate a series of events to show past, present, and future.
- Teach use of “ir+a+infinitive” to express plans for the immediate future.
- Discuss what students their age normally do in their free time.
- View a video about “Being Spanish” on Discovery Education to learn more about the daily routines of Spanish children.
- Role-play asking friends to join you for an activity that will take place in the immediate future.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
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Vocabulary: lleno, voy a, quiero, ir, correr, ver, mirar, caminar, ir de compras, jugar, escuchar, cantar, llamar

Cross-Curricular Connections

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- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.