

# Wayne

Township Public Schools

**Grade 4**

**Spanish Curriculum**

**Director of Elementary  
Education**

Dawn Auerbach

**Principal**

Matthew Kriley

**Assistant Principals**

Cathy Gaynor

Lydia Cooper

**Committee Members**

Elaine Barbieri

Sandra Buritica

Monica Pinzon

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# Wayne Township Public School

## District Curriculum

### World Language: Grade 4

<b>Subject: World Language-Spanish</b>	<b>Grade: 4</b>	<b>Unit: Everyday Spanish</b>
<b>Trimester 1</b>	<b>Unit Time Frame: 11 weeks</b>	
<b>Instructional Materials:</b>		
<b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>● <a href="#">Wayne Township Public Schools 3-5 Spanish Website</a></li> <li>● Spanish workbook</li> <li>● <a href="#">Rockalingua.com</a>, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons</li> <li>● Books showing the culture and target vocabulary</li> <li>● Songs in Spanish</li> <li>● Games (matching, memory, guessing, bingo)</li> <li>● Visuals for classroom actions and commands</li> <li>● <i>Highlights High Five Bilingue</i> (In English &amp; Spanish)</li> <li>● Classroom based activities using technology tools</li> </ul>		
<b>Goals:</b>		<b>Lesson Activities:</b>
<u>Unit 1 (Trimester 1, 11 weeks)</u> <ul style="list-style-type: none"> <li>● Greetings, farewells, introductions. (Review from 3rd grade and add short exchanges, How's it going?, See you soon, see you tomorrow, have a nice weekend, have a good day)</li> <li>● Days of the week and months of the year (write the date including the year)</li> <li>● Hispanic Heritage month- comparison of dance from five Spanish-speaking countries</li> <li>● Weather and Seasons (Review 3rd grade weather words and apply the vocabulary to ask and answer questions).</li> <li>● Numbers (1-50)</li> <li>● Family (Review 3rd grade and add aunt, uncle, parents, cousins, nephew, niece, young, old, pet and I).</li> <li>● La casa (garage, dining room, living room, chimney, kitchen, bathroom, bedroom, garden, roof, foyer )</li> </ul>		<b>Students will</b> <ul style="list-style-type: none"> <li>● Review basic vocabulary and sentences structure</li> <li>● Review basic phrases for greeting another person and introducing yourself, and ways to say good-bye</li> <li>● Discuss how Spanish is applicable in the work world and how some jobs require dual languages (or more)</li> <li>● Identify the weather in Spanish</li> <li>● Identify the seasons in Spanish</li> <li>● Identify the family members in Spanish</li> <li>● Name the family members</li> <li>● Identify some parts of the house and use technology to design a structure</li> <li>● Give the complete date in Spanish</li> <li>● Use Rockalingua as appropriate</li> <li>● Compare the forms of various cultural dances in the Spanish -speaking world</li> </ul>
<b>*Details can be viewed in Student's workbook</b>		

# Wayne Township Public School

## District Curriculum

### World Language: Grade 4

#### New Jersey Student Learning Standards and Descriptors:

[New Jersey Student Learning Standards for World Languages Standard 7.1](#) World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

#### **CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

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

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6:

Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

#### **CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode**

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

#### [New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 4](#)

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner; using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

#### [New Jersey Student Learning Standards for Visual and Performing Arts](#)

1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

# Wayne Township Public School

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### World Language: Grade 4

[New Jersey Student Learning Standards Career Readiness, Life Literacies and Key Skills](#)

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit Essential Questions & Enduring Understandings:	Student Vocabulary:	Lesson Learning Statement/Objectives:
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How will learning Spanish benefit me in the future?</li> <li>● How can I use Spanish to have a basic conversation with someone else?</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Knowing another language will help me understand people from that culture.</li> <li>● Learning a new language is a process and on-going.</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Review 3rd grade and add: ¿Qué tal?, Hasta pronto!, Hasta mañana, tenga un buen fin de semana, tenga un buen día</li> <li>● Review: ¿Cómo estás? Add: ¿Cómo te sientes? tengo sed, tengo sueño, tengo miedo, estoy decepcionado/a, orgulloso/a, contento/a, no me siento bien, me siento mal, enfermo/a, enfadado/a, aburrida, asustado/a</li> <li>● Review: ¿Qué día de la semana es hoy? Hoy es _____ lunes, martes, miércoles, jueves, viernes, sábado, y domingo, mañana será, ayer fue</li> <li>● Add: Antes de ayer, pasado mañana será, y fin de semana.</li> <li>● Ask and reply to the complete date: ¿Cuál es la fecha? Es (número en el calendario, de <u>mes</u>, <u>año</u>. (Ex: Es veintiún de junio de dos mil diecinueve.)</li> <li>● Add: Padres, tío, tía, sobrino, sobrina, viejo y joven, mascota y yo. Cocina, comedor, dormitorio, baño, sala, patio</li> <li>● See Grade 3 curriculum for weather and season vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will authentically use greetings and farewells in the classroom with their classmates.</li> <li>2. Students will continue to use and communicate personal needs and feelings to others.</li> <li>3. Students will begin learning to express time frames.</li> <li>4. Students will internalize and communicate using memorized words and phrases.</li> <li>5. Students will respond verbally, applying Spanish vocabulary when asked questions about weather and seasons.</li> <li>6. Students will respond to very familiar questions about themselves, school friends and family.</li> <li>7. Students will continue to develop interpretive skills (listening and responding physically - TPR).</li> </ol>

# Wayne Township Public School

## District Curriculum

### World Language: Grade 4

Interdisciplinary Concepts:	Assessment Strategies / Resources:	Benchmark Assessments / Products:
<p>ELA - Students will compare the proper way to write dates in Spanish and English</p> <p>Science - Students will discuss weather and seasons in Hispanic countries.</p> <p>Math - Students will identify and apply Spanish terms for numbers and dates.</p> <p>Technology - Students will be able to apply the vocabulary and terms previously learned through interactive play in Rockalingua and the Wayne Spanish website.</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Entrance/Exit slips</li> <li>● Graphic Organizers</li> <li>● Peer/Self Assessment</li> <li>● Think Pair Share</li> <li>● Question and answer (orally/written)</li> <li>● Journals</li> <li>● Performance tasks</li> <li>● Teacher-created Tests</li> <li>● Complete written worksheet</li> <li>● Checklists</li> <li>● Hand signals to show understanding</li> <li>● 4 corners</li> </ul>	<p><b>Summative:</b>Teacher observation of students’ oral presentation of their house and family</p> <p><b>Benchmark:</b> Students will engage in a conversation with a partner during which each will share information and respond.</p> <p><b>Formative:</b> (See Left), and TPR Games</p> <p><b>Alternative:</b> Students will draw and label the rooms in their home.</p>

#### Technology Integration / Career and Workplace Skills:

##### ISTE Standards for Students

- 3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6d: Students publish or present content that customizes the message and medium for their intended audiences.

##### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.

##### New Jersey Student Learning Standards for Computer Science and Design Thinking

- 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.

**Wayne Township Public School**  
**District Curriculum**  
**World Language: Grade 4**

[WIDA ELD Standards](#)

*Social and Instructional Language: ELD Standard 1*

**Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:**

**Modifications can be specific to the student's IEP if applicable.**

**Suggested modifications:**

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Teacher modeling
- Choice to work with others or alone

**Gifted/Advanced Students:**

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

**Additional Differentiation Strategies:**

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)

- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

# Wayne Township Public School

## District Curriculum

### World Language: Grade 4

<b>Subject: World Language-Spanish</b>	<b>Grade: 4</b>	<b>Unit: All About My Day</b>
<b>Trimester 2</b>	<b>Unit Time Frame: 12 weeks</b>	
<b>Instructional Materials:</b>		
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Wayne Township Public Schools 3-5 Spanish Website</a></li> <li>● Spanish workbook</li> <li>● <a href="#">Rockalingua.com</a>, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons</li> <li>● Books showing the culture and target vocabulary</li> <li>● Songs in Spanish</li> <li>● Games (matching, memory, guessing, bingo)</li> <li>● Visuals for classroom actions and commands</li> <li>● <i>Highlights High Five Bilingue</i> (In English &amp; Spanish)</li> <li>● Classroom based activities using technology tools</li> </ul>		
<b>Goals:</b>		<b>Lesson Activities</b>
<p><u>Unit 2 (Trimester 2, 12 weeks)</u></p> <ul style="list-style-type: none"> <li>● Spanish commands (Review 3rd and add 10 more)</li> <li>● Classroom objects: (Review 2nd grade's objects and add backpack and folder).</li> <li>● Learn the subjects: Art, music, science, math, history, library/media, foreign language/Spanish</li> <li>● Daily routine</li> <li>● Daily routine project</li> <li>● Body parts, clothing, weather and seasons review</li> </ul> <p><b>*Details can be viewed in Student's workbook</b></p>		<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>● Act out and give commands</li> <li>● Using technology, design a classroom and name the classroom objects on cue</li> <li>● Create a comic strip about their daily routine</li> <li>● Play Simon Says</li> <li>● Complete guided sentences on family, parts of the body, and weather</li> <li>● Use Rockalingua as appropriate</li> </ul>

# Wayne Township Public School

## District Curriculum

### World Language: Grade 4

#### New Jersey Student Learning Standards and Descriptors:

[New Jersey Student Learning Standards for World Languages](#) **Standard 7.1** World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

#### **CPI #7.1SB Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

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

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

#### **CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode**

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

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

#### [New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 4](#)

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

#### [New Jersey Student Learning Standards Career Readiness, Life Literacies and Key Skills](#)

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).



**Wayne Township Public School**  
**District Curriculum**  
**World Language: Grade 4**

<b>Unit Essential Questions &amp; Enduring Understandings:</b>	<b>Student Vocabulary:</b>	<b>Lesson Learning Statement/Objectives:</b>
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How are commands useful for effective communication?</li> <li>● How can I use Spanish to talk about people in my classroom and objects?</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Thinking before I speak can help me choose appropriate words/phrases.</li> <li>● Learning a new language is developmental and on-going.</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Levántense, siéntense, levanten la mano, abran el cuaderno/libro, escriban, lean el libro, cierren el libro, escuchen, Hagan silencio o calladitos</li> <li>● Maestro, maestra, la pluma ( o el bolígrafo), el lápiz, la hoja de papel, el pegamento, las tijeras, el libro, el cuaderno, la puerta, la ventana, el escritorio, la mesa, el reloj, la computadora, el tablero interactivo, silla, borrador, calendario.</li> <li>● Cabeza, pie, pierna, dedos, mano, hombro, brazo, estómago y rodilla, ojos, orejas, boca, nariz, y pelo.</li> <li>● Vestido, pantalones, camiseta, calcetines, pijama, suéter, pantalones cortos, blusa, falda, traje de baño.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will respond physically (using parts of the body when appropriate) when given a direction in Spanish.</li> <li>2. Students will identify familiar objects used in the classroom..</li> <li>3. Students will respond to familiar questions about themselves, their routines, their appearance, classroom, and school friends.</li> <li>4. Students will continue to develop interpretive skills (listening and responding physically - TPR).</li> <li>5. Students will communicate using memorized words and a few phrases.</li> </ol>

# Wayne Township Public School

## District Curriculum

### World Language: Grade 4

Interdisciplinary Concepts:	Assessment Strategies / Resources:	Assessments / Products:
<p>ELA - Students will practice speaking and listening skills on a classroom basis</p> <p>Technology - Students will be able to apply the vocabulary and terms previously learned through interactive play in Rockalingua and the Wayne Spanish website.</p> <p>Art - Students will be able to demonstrate creativity in creating a representation of their daily routine.</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Entrance/Exit slips</li> <li>● Graphic Organizers</li> <li>● Peer/Self Assessment</li> <li>● Think Pair Share</li> <li>● Question and answer (orally/written)</li> <li>● Journals</li> <li>● Performance tasks</li> <li>● Teacher-created tests</li> <li>● Complete written worksheet</li> <li>● Checklists</li> <li>● Hand signals to show understanding</li> <li>● 4 corners</li> </ul>	<p><b>Summative:</b> Oral Presentation of the comic strip in the target language..</p> <p><b>Benchmark:</b> Respond to questions using learned vocabulary in context.</p> <p><b>Formative:</b> See left, Recite selections and recognize vocabulary within culturally authentic text</p> <p><b>Alternative:</b> Options may include, students act out commands given in Spanish from teacher or song (TPR), recognize vocabulary, and independent worksheets.</p>

#### Technology Integration / Career and Workplace Skills:

##### ISTE Standards for Students

- 1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

##### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

##### New Jersey Student Learning Standards for Computer Science and Design Thinking

- 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.

**Wayne Township Public School**  
**District Curriculum**  
**World Language: Grade 4**

[WIDA ELD Standards](#)

*Social and Instructional Language: ELD Standard 1*

**Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:**

**Modifications can be specific to the student's IEP if applicable.**

**Suggested modifications:**

- Personalized examples
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Dictated assessment
- Teacher modeling
- Choice to work with others or alone

**Gifted/Advanced Students:**

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Students will not have access to their notes during assessments and will be expected to also spell the words correctly.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

**Additional Differentiation Strategies:**

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

**Wayne Township Public School  
District Curriculum  
World Language: Grade 4**

<b>Subject: World Languages-Spanish</b>	<b>Grade: 4</b>	<b>Unit: Culture and Celebrations</b>
<b>Trimester 3</b>	<b>Unit Time Frame: 12 weeks</b>	
<b>Instructional Materials:</b>		
<p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Wayne Township Public Schools 3-5 Spanish Website</a></li> <li>● Spanish workbook</li> <li>● <a href="#">Rockalingua.com</a>, an educational resource that combines music and technological interactivity to enhance the effectiveness of Spanish lessons</li> <li>● Books showing the culture and target vocabulary</li> <li>● Songs in Spanish</li> <li>● Teacher generated handouts</li> <li>● Teacher generated manipulatives and groups kits for interpersonal activities</li> <li>● “La pinata perfecta” by Kelli Kyle Dominguez</li> <li>● Games (matching, memory, guessing, bingo)</li> <li>● <i>Highlights High Five Bilingue</i> (In English &amp; Spanish)</li> <li>● Classroom based activities using technology tools</li> </ul>		
<b>Goals:</b>		<b>Lesson Activities:</b>
<p><u>Unit 3 (Trimester 3, 12 weeks)</u></p> <ul style="list-style-type: none"> <li>● Spanish speaking countries</li> <li>● Spanish speaking countries project (dolls using traditional costumes or colors of the flags)</li> <li>● Celebrations (cumpleaños-birthdays , cinco de mayo, día de la independencia-independence day)</li> <li>● Foods and meals (traditional meals in the Spanish speaking countries)</li> <li>● Review (all topics)</li> </ul> <p><b>*Details can be viewed in Student’s workbook</b></p>		<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>● Discuss the number of Spanish-speaking countries</li> <li>● Watch the <i>Spanish-speaking Countries and Incredible Facts</i> video</li> <li>● Recognize Spanish speaking countries through their culture</li> <li>● Create a multimedia presentation (powerpoint, slides, etc.) on the food of one Hispanic country</li> <li>● Play the video on <i>Cinco de mayo</i> (available on the website) to familiarize students with the holiday.</li> <li>● Bingo integrating the vocabulary for the various cultural topics</li> <li>● Use Rockalingua as appropriate</li> </ul>

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### World Language: Grade 4

#### New Jersey Student Learning Standards and Descriptors:

[New Jersey Student Learning Standards for World Languages Standard 7.1](#) All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode**

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

#### **CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

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

#### **CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode**

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

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

#### [New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 4](#)

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

#### [New Jersey Student Learning Standards for Social Studies](#)

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

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**New Jersey Student Learning Standards for Visual and Performing Arts**

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Pr5a: Prepare and present artwork safely and effectively

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

**New Jersey Student Learning Standards Career Readiness, Life Literacies and Key Skills**

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

<b>Unit Essential Questions &amp; Enduring Understandings:</b>	<b>Student Vocabulary:</b>	<b>Lesson Learning Statement/Objectives:</b>
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Why is it important to learn about the Spanish speaking countries, traditions and their people?</li> <li>● How can we learn and/or benefit from other culture’s discoveries and experiences?</li> </ul> <p>Enduring Understandings</p> <ul style="list-style-type: none"> <li>● Celebrations in different countries have similarities; the differences reflect the cultural perspectives of the people.</li> <li>● Become familiar with traditional holidays, food and celebrations in Hispanic countries to better understand cultural perspectives.</li> <li>● Listening actively and observing carefully are important when learning a language.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Hay veintiún países donde hablan español.</li> <li>● Mi cumpleaños es...</li> <li>● Comida, capital, música, día de la independencia.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to recognize the components of different Hispanic celebrations.</li> <li>2. Students will be knowledgeable about the prevalence of Spanish language and culture around the world.</li> <li>3. Students will be able to identify culturally authentic Hispanic food and celebrations.</li> <li>4. Students will improve their fluency with relevant vocabulary and phrases.</li> </ol>

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Interdisciplinary Concepts:	Assessment Strategies /Resources:	Assessment Evidence:
<p>ELA - Students will use adjectives, identify characteristics and traits.</p> <p>Social Studies - Students will identify and begin to appreciate cultural similarities and differences.</p> <p>Math - Students will identify and apply Spanish terms for numbers and dates.</p> <p>Technology - Students will be able to apply the vocabulary and terms previously learned through interactive play in Rockalingua.</p>	<p>Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Graphic Organizers</li> <li>● Peer/Self Assessment</li> <li>● Think Pair Share</li> <li>● Question and answer (orally/written)</li> <li>● Performance tasks</li> <li>● Complete written worksheet</li> <li>● Checklists</li> <li>● 4 corners</li> </ul>	<p><b>Summative:</b> Create a “doll” in traditional dress from one of the Hispanic countries and present their creation in the target language..</p> <p><b>Benchmark:</b> Outline the items needed for a party using appropriate vocabulary.</p> <p><b>Formative:</b> (See left), TPR Games</p> <p><b>Alternative:</b> Create an invitation for a birthday party in the target language using digital resources and appropriate vocabulary.</p>

#### Technology Integration / Career and Workplace Skills:

<p><b><u>ISTE Standards for Students</u></b></p> <p>1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>1.6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>1.6d: Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b><u>Career Readiness Practices</u></b></p> <p>CRP1. Act as a responsible and contributing community member and employee.</p> <p>CRP4. Demonstrate creativity and innovation.</p> <p>CRP8. Use technology to enhance productivity, increase collaboration, and communicate effectively.</p> <p>CRP9. Work productively in teams while using cultural/global competence.</p> <p><b><u>New Jersey Student Learning Standards for Computer Science and Design Thinking</u></b></p> <p>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.</p> <p><b><u>WIDA ELD Standards</u></b></p> <p><i>Social and Instructional Language:</i> ELD Standard 1</p> <p><i>The Language of Social Studies:</i> ELD Standard 5</p>
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**Wayne Township Public School**  
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**World Language: Grade 4**

**Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:**

**Modifications can be specific to the student's IEP if applicable.**

**Suggested modifications:**

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Dictated assessment
- Teacher modeling
- Choice to work with others or alone

**Gifted/Advanced Students:**

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Students will not have access to their notes during assessments and will be expected to also spell the words correctly.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

**Additional Differentiation Strategies:**

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)