Course Title: 4th Grade Spanish

Subject: World Language - Spanish

Grade Level: 4th Grade

Duration: 1 year/ Meeting twice per cycle

Prerequisite: NONE

Elective or Required: Required

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
The fourth grade Spanish program’s main goal is to strengthen students' knowledge of the Spanish language by adding new skills and referring back to and utilizing previously learned knowledge. Students will gain some basic grammar knowledge in addition to building upon previous knowledge about conversation rules and expressions of the Spanish language. The students will acquire and accomplish the aforementioned skills through stimulating verbal, musical, and artistic activities with their teacher and peers.

Author: Cristina M. Rodriguez
Date Submitted: Summer 2015
Unit 1: Expressing Time and Weather

Approximate # of Weeks: 8 weeks

Essential Questions:
- How is time and weather expressed differently in some Spanish speaking countries?
- Why is it important to understand weather terms when traveling to the Spanish speaking countries?
- How does location affect the weather of the country?

Upon completion of this unit students will be able to:
- Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (7.1.NM.A.5)
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (7.1.NM.B.5)
- Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)
- Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NM.C.4)

Common Core ELA Standards:
- Demonstrate understanding of spoken words, syllables, and sounds. (K.RF.2)
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)

Interdisciplinary Standards (njcccs.org)
- Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and
skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- Use software to reinforce material taught (21st Century Tech)
- Describe weather conditions based on pictures and photographs
- Give a weather forecast
- Identify the seasons of the year
- Create a weather booklet
- Count from 31-100
- Complete simple mathematical activities and their relation to telling time
- Observe and use clock visuals to learn to tell time to the hour and half hour
- Recognize various times of the day
- List and describe specific activities that are done during certain times of the day
- Discuss the changes made to the Spanish alphabet during recent years and learn how to use a Spanish/English dictionary
- Create a Spanish Alphabet

**Enrichment Activities:**
- Discuss the weather in different parts of the country and the world
- Look at the TV guide and translate into Spanish
- Watch a weather forecast in Spanish and write down the weather

**Methods of Assessments/Evaluation:**
- Student Responses
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
- Complete Spanish Teacher’s Handbook
- Teach them Spanish Grade 3
- Teach them Spanish Grade 4
- Standard Deviants Videos
- Teacher compiled resources
- Spanish is Fun: Lively Lessons for Beginners
- Google Apps for Education (GAfE)
Online textbook resources
Specialized webpages

Unit 2: Describing Identity

Approximate # of Weeks: 8 weeks

Essential Questions:
- How are descriptions different in Spanish than English?
- What modern day amenities did the Incan’s come up with?
- Why is it important to view a travel brochure before traveling to a foreign country?

Upon completion of this unit students will be able to:
- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. (7.1.NM.A.2)
- Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (7.1.NM.B.5)
- Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)

Common Core ELA Standards:
- Demonstrate understanding of spoken words, syllables, and sounds. (K.RF.2)
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)

Interdisciplinary Standards (njcccs.org)
- Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
• **Standard 6.3 Active Citizenship in the 21st Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- Use software to reinforce material taught (21st Century Tech)
- Identify and describe their places of origin and the places of origin for others as well
- Describe physical characteristics by using a variety of new adjectives
- Learn to use appropriate forms of masculine and feminine adjectives
- Create a self-portrait and use physical description adjectives to label and describe themselves to others
- Spell their names aloud, to themselves, in small groups, and to the teacher
- Understand and describe the ancient civilization of Peru and its effect on modern life
- Create a travel brochure on an assigned Spanish speaking country and present it to the class

**Enrichment Activities:**
- Write descriptions of famous people
- Read a book about the Incas
- Create a video advertising a Spanish speaking country

**Methods of Assessments/Evaluation:**
- Student Responses
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
- Complete Spanish Teacher's Handbook
- Teach them Spanish Grade 3
- Teach them Spanish Grade 4
- Standard Deviants Videos
- Teacher compiled resources
- Spanish is Fun: Lively Lessons for Beginners
- Google Apps for Education (GAfE)
- Online textbook resources
- Specialized webpages
Unit 3: Experiencing and Describing Community Life

Approximate # of Weeks: 8 weeks

Essential Questions:
● How are towns in Spanish speaking countries similar and/or different to the town of Glen Ridge?
● Why is bullfighting such a popular sport in Spain?
● Which dishes are specific to each of the Spanish speaking countries?

Upon completion of this unit students will be able to:
● Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
● Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
● Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (7.1.NM.B.5)
● Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)

Common Core ELA Standards:
● Demonstrate understanding of spoken words, syllables, and sounds. (K.RF.2)
● Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
● Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)

Interdisciplinary Standards (njcccs.org)
● Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
● **Standard 6.3 Active Citizenship in the 21st Century**
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- Use software to reinforce material taught (21st Century Tech)
- Identify and label familiar places around town
- Make a map of Glen Ridge
- Learn how to tell where you live
- Locate and identify places of interest in the Spanish speaking countries
- Cite common professions
- Use profession titles to describe friends’ and families’ occupations
- Create a portrait entitled “Mi trabajo ideal” (My ideal job)
- Understand the cultural tradition of bullfighting
- Comprehend the cultural traditions of various culinary dishes from Spanish speaking countries
- Prepare a typical food or drink from a Spanish speaking country

**Enrichment Activities:**
- Write a report about bullfighting
- Make a video promoting a place of interest in a Spanish speaking country

**Methods of Assessments/Evaluation:**
- Student Responses
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
- Complete Spanish Teacher’s Handbook
- Teach them Spanish Grade 3
- Teach them Spanish Grade 4
- Standard Deviants Videos
- Teacher compiled resources
- Spanish is Fun: Lively Lessons for Beginners
- Google Apps for Education (GAfE)
- Online textbook resources
- Specialized webpages
Unit 4: Describing and Meeting our Personal Needs

Approximate # of Weeks: 8 weeks

Essential Questions:
● Why is it enriching to hear from native speakers?
● How is expressing your personal needs important when traveling to a Spanish speaking country?
● What does the traditional clothing tell you about the country itself?

Upon completion of this unit students will be able to:
● Recognize a few common gestures and cultural practices associated with the target culture. (7.1.NM.A.3)
● Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
● Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
● Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (7.1.NM.B.5)
● 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. (7.1.NM.C.3)

Common Core ELA Standards:
● Demonstrate understanding of spoken words, syllables, and sounds. (K.RF.2)
● Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
● Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)

Interdisciplinary Standards (njcccs.org)
● Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the
environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- Use software to reinforce material taught (21st Century Tech)
- Skype with an individual in a Spanish speaking country (21st Century Tech)
- Express personal needs using the verb *TENER*
- Review conjugation of verbs
- Identify the parts of the body
- Learn the song “Head, shoulders, knees, and toes” in Spanish
- Identify various articles of clothing
- Review proper adjective placement for description of clothing
- Describe their own and their classmates’ clothing
- Recognize articles of clothing in photographs
- Understand the different kinds of traditional forms of Hispanic dress
- Interview a Spanish speaking individual to learn more about learning a second language and moving to a new country.

**Enrichment Activities:**
- Expand knowledge of verb conjugations
- Do a report on cultural dress from around the world

**Methods of Assessments/Evaluation:**
- Student Responses
- Group/Class work
- Oral Evaluation
- Tests/Quizzes
- Project

**Resources/Including Online Resources**
- Complete Spanish Teacher’s Handbook
- Teach them Spanish Grade 3
- Teach them Spanish Grade 4
- Standard Deviants Videos
- Teacher compiled resources
- Spanish is Fun: Lively Lessons for Beginners
- Google Apps for Education (GAfE)
- Online textbook resources
● Specialized webpages