

Grade 4 World Language Scope and Sequence

Grade 4	World Language/ Spanish	Number of Instructional Days
September/ October	Unit 1 - Time, Seasons, Months of the Year, Days of the Week, and Weather Spanish I Lesson 31: Seasons and Months Spanish I Lesson 32: Describing the Weather Spanish I Lesson 33: Days of the Week Spanish I Lesson 34: Asking the Question ‘When?’ Spanish I Lesson 37: Asking the Question “Why”?	8 Instructional days
November/ December	Unit 2 - Describing Clothes and Activities 26-30 Spanish I Lesson 26: Describing Clothes Spanish I Lesson 27: Telling Time Spanish I Lesson 28: Describing Daily Activities Spanish I Lesson 30: How Are You Feeling?	8 Instructional days
January/ February	Unit 3 - People and Things Spanish I Lesson 37: Asking the Question “Why”? Spanish I Lesson 38: Comparing People and Things Spanish I Lesson 39: Asking For Help	8 Instructional days
March/April	Unit 3 - People and Things Spanish I Lesson 40: The Conclusion of the Muzzy Story Video Vocabulary Builder 8 - Family Vocabulary Builder 21-22 – Animals	8 Instructional days
May/June	Unit 4 - Cultural Unit Spanish I Cultural Lesson 5: Mexico I - Introduction to Mexico Spanish I Cultural Lesson 6: Mexico II - Muzzy Goes to a Fiesta Spanish I Cultural Lesson 7: Latin America - Muzzy Plays Baseball	7 Instructional days

World Language/ Spanish	Grade: 4
<p>Unit Title: Unit 1: Time, Seasons, Months of the Year, Days of the Week, and Weather (Spanish I Lessons 31, 32, 33, 34-mandatory, Lesson 37- supporting)</p>	
<p>Unit Summary: In this unit students will learn to tell time, identify the months of the year as well as the seasons. Students will also learn to describe the weather on a daily basis. Students will learn to discuss the days of the week. Students will continue to practice asking questions using “when” and “why.”</p>	
<p>Unit Rationale This unit was designed to teach students about the days of the week and months of the year so that they can discuss dates and times. Students will also be introduced to the seasons in order to discuss both the season and the weather that comes with it.</p>	
<p>NJ Student Learning Standards: Standards: 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining 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.</p>	
<p>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. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</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.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</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>	

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

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).

Content Statements:

Interpretive Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to the text.

Cultural: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)

-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Interpersonal Mode:

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Presentational Mode:

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Enduring Understandings/Goals		Essential Questions	
<p>Students will understand...</p> <ul style="list-style-type: none"> ● Why - ¿Poe que? ● I am frightened – Estoy asustado. ● ¿Que hora es? ● fall – otono, spring – primavera, summer – verano, winter – invierno ● January – enero, February – febrero, March – marzo, April – abril, May – mayo, June – junio, July – julio, August – agosto, September – septiembre, October – octubre, November – noviembre, December - diciembre ● The weather is good – Hace buen. The weather is bad – Hace mal tiempo, 		<ul style="list-style-type: none"> ● How do you say “why”? ● How do you express fear? ● How do you ask what time it is? ● What are the seasons? ● What are the months of the year? ● Inquire about the weather? 	
Lesson Title	Lesson Sequence		
<p>Lesson Title: Unit 1 Time, Seasons, Months of the Year, Days of the Week, and Weather (Spanish I Lessons 31: Seasons and Months)</p>	<p>Lesson Sequence</p> <p>Pre-Viewing Activities:</p> <ol style="list-style-type: none"> 1. Display the seasonal symbols or pictures. Point to the autumn picture and say, “Es otono”. Do the same for the other seasons. 2. Display a calendar and say the months in Spanish. Students repeat. <p>Viewing Activities:</p> <ol style="list-style-type: none"> 3. Show MUZZY story DVD Scenes 46, 47, 48 straight through. Show Scene 48 again pausing after the voice says the seasons. Have students repeat. 		

4. Show Scene 48 up until the seasonal words are shown and pause. Compare and contrast the Spanish words to the English words.

Post-Viewing Activities:

5. Place month vocabulary cards on the board in order. Drill pronunciation.
6. Write the Spanish version of the seasons on flashcards and draw symbols to go with them to help students remember.
7. Take a survey of students' favorite seasons.
8. Use Activity Sheets 61, 62, 63, 64

LESSON REFLECTION

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			

	Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
	Provide opportunities for student reflection and self-assessment			
	Provide data to inform and adjust instruction to better meet the varying needs of learners			
Skills (Students will be able to...)				
<ul style="list-style-type: none"> ● Tell time ● Identify seasons ● Identify months of the year ● Describe the weather ● Relate weather expressions to the seasons ● Create a weather map ● Develop comprehension skills related to weather vocabulary ● Identify the days of the week ● Ask the questions “when” ● Name sports and activities ● Say when one does certain sports and activities ● Ask “why” ● Respond to questions ● Express fear 				

Evidence of Learning (Assessments)	Accommodations and Modifications

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Closure activity • Homework • Mid-chapter quiz • End-of-chapter quiz • Project-Based Assessments • Listening Comprehension • Oral presentations • Exit Slips • Learning Response Journals • Discussions • Questioning • Peer/Self Assessments • Presentations 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter test • End-of-Course test • Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills. • Interpersonal Assessments: Dialogue, conversational, and oral assessments • Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts. 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • <i>TC Running Records</i> • <i>TC Writing Rubric</i> • Letter Sound ID • Concepts of Print: Fountas & Pinnell Prompting Guide 1; Oral Reading and Early Writing. • Beginning of the year Pre-Assessment • Mid year Assessment • Final Assessment 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Alternative Assessments:</p>	<p>Gifted and Talented</p>

<ul style="list-style-type: none"> ● Fountas & Pinnell Running Records ● Scholastic Running Records ● BeBop Books for running records ● G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies ● Reasoning ● Yopp-Singer test of Phoneme Segmentation ● Sentence-Writing Grade Placement Test ● Linguistics Phonemic Awareness Screener ● Linguistics Decoding Pre/Post Test ● Dyslexia Screener ● PRIM checklist ● LLI; Test Preparation Lesson Framework F&P levels 	<ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● <i>Math in Focus or Big Ideas G & T Activities</i> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications
<p align="center">Core Instructional and Supplemental Materials Professional Resources:</p>	<p align="center">Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> ● Muzzy Language Learning Courses (Teacher edition) ● Beginning Spanish for Young Children, (2005) Carson Dellosa ● Muzzy Classroom Edition Spanish: Early Advantage: BBC - http://www.early-advantage.com/ ● http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf ● http://www.state.nj.us/education/cccs/standards/7/ ● http://www.edutopia.org/ ● http://www.p21.org/overview/skills-framework/256 <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> ● <i>Leveled Literacy Intervention Kits</i> ● When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell ● Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) ● Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) ● <i>Primm Book</i> ● <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i> ● <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> ● Muzzy Level I Classroom Edition Spanish: Early Advantage: BBC ● See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery ● MUZZY DVD Set: ● Part 1, Scene 1 46, 47, 48 ● Websites: ● www.conjuguemos.com ● (used for all units; grammar and vocabulary practice) ● www.classzone.com ● (used for all units; online textbook resource) ● www.youtube.com ● (used daily: "Video of the Day" [cultural exposure]) ● www.bbc.co.uk ● ("Mi Vida Loca" video series; real-life application of language) ● www.wordle.net ● (vocabulary introduction, could be applied to any unit; used specifically with "gustar/encantar" unit) ● www.freerice.com ● (vocabulary reinforcement) ● www.quia.com

<ul style="list-style-type: none"> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Reading Strategies Book - Jennifer Serravallo</i> • <i>Teachers College Units of Study - Phonics K-2</i> • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Math in Focus or Big Ideas Curriculum</i> 	<ul style="list-style-type: none"> • (grammar and vocabulary quiz show-style games) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • iPad Apps: • DuoLingo • Sock Puppets • Puppet Pals • Mind Snacks Spanish • Akinator • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.youtube.com • (online lessons/videos using current vocabulary) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games) • http://www.spanishclassonline.com (games/review activities) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • <i>Math in Focus or Big Ideas Curriculum</i> • Reteach, Extra Practice, Classroom Manipulatives, Online Manipulatives, and content from previous grade levels
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<p>Reading:</p> <ul style="list-style-type: none"> • Read for understanding of phrases, vocabulary, and short passages. • Making connections between English and Spanish <p>Language Arts:</p> <ul style="list-style-type: none"> • Writing activities based on incorporating current Spanish skills. For example: writing dialogue <p>Math:</p> <ul style="list-style-type: none"> • Telling time on a clock/watch 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • Interactive websites • Apps and games

<p>Social Studies:</p> <ul style="list-style-type: none"> • Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world. 	
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Civic Literacy • Health Literacy • Financial, Economic, Business, and Entrepreneurial Literacy • S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • <u>Initiative and Self Direction</u> • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
<ul style="list-style-type: none"> • Field trips • Skype an author • Guest speakers in classroom 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week

	<ul style="list-style-type: none">• International Dot Day (September 16)• Understanding other nations and cultures, including the use of non-English languages
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World Language/ Spanish	Grade: 4
<p>Unit Title: Unit 2: Describing Clothes and Activities (Spanish I Lessons 26, 27 – mandatory, Lessons 28, 29 – supporting)</p>	
<p>Unit Summary: In this unit students will learn to describe their clothing as well as the clothing of others. They will also learn how to describe activities that they participate in. Students will practice telling time within this unit. Students will then learn how to describe illness and how to ask others how they are feeling or what is wrong.</p>	
<p>Unit Rationale: This unit was designed to practice time telling skills. It was also designed to teach students how to describe clothing and activities as well as to ask questions about how one is feeling and describe illnesses.</p>	
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Goals/Objectives:

- Will learn to create clothing and accessories for their paper doll character.
- Will learn to describe the articles of clothing worn by the doll using appropriate colors and other descriptive adjectives.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand...</p> <ul style="list-style-type: none"> • T-shirt: la camisa, pants: los pantalones, shoes: los zapatos, hat: un sombrero, skirt: una falda, sweater: un sueter • ¿Que hora es? • Un reloj • Son las... • Es la hora de la... • Breakfast: el desayuno, Lunch: el almuerzo, Dinner: la cena, Snack: la merienda, Bath: el bano, Sleep: dormir • Estoy ocupado/a • ¿Que la pasa?/ ¿Que te pasa? • ¿Como estas? – I am well: Estoy bien, I am not well: No estoy bien, I am better: Estoy mejor • ¿Adonde vas? • Voy a.... 	<ul style="list-style-type: none"> • How do you say the following vocabulary words?- t-shirt, pants, shoes, hat, skirt, sweater un sueter • How do you ask what time it is? • How do you say clock? • How do you say “the time is...” • Saying “It is time for..” • Vocabulary words: breakfast, lunch, dinner, snack, bath, sleep • How do you say “I am busy...” • What’s the matter with him/her? / What’s the matter with you? • Ask: How are you? Respond: I am well, I am not well, I am better. • Where are you going? • I am going to...
Lesson Title:	Lesson Sequence:
Lesson Title: Unit 2: Describing Clothes and	Lesson Sequence Project:

<p>Activities (Spanish I Lesson 26: Describing Clothes)</p>	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Have students research traditional clothing of different cultures and celebrations or occasions when they are used. You may choose to begin with a Venn Diagram to compare and contrast similarities and differences. 2. Students have the opportunity to present their projects in several different forms: fashion show, fashion catalog, clothing vocabulary flashcards, PowerPoint Presentation if possible. <p>Part 2:</p> <ol style="list-style-type: none"> 3. Instruct students to make a MUZZY character paper doll and then design and create an outfit and accessories for it. The outfit should be for a special occasion in Gondolandia. Students may design the outfit for an occasion of their own, or the teacher may assign an occasion such as the royal wedding. Modification: allow students to create outfit collages from pictures in magazines or catalogs. <p>Part 3:</p> <ol style="list-style-type: none"> 4. Place the students in a group and each group will write several labels for their outfits. For example: “una camisa roja” – red shirt. 5. Have students create a fashion show script for the runway presentation of the outfit. This script can be read by one group member as the others help to “model” the outfits on the characters and place the correct labels.
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<u>LESSON REFLECTION</u>			
<p>Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly</i>, <i>Moderately</i> or <i>Weakly</i> meets the criteria below.</p>			
Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			

	Are varied to address different student learning styles and preferences			
	Are differentiated based on student needs			
	Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
	Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
	Provide opportunities for student reflection and self-assessment			
	Provide data to inform and adjust instruction to better meet the varying needs of learners			

Skills (Students will be able to...)

- Name specific articles of clothing
- Describe articles of clothing by color
- Use descriptive adjectives
- Learn to tell time
- Describing at what time you do certain daily activities
- Say you are busy
- Describe illness
- Prescribe a remedy
- Pronouncing and labeling body parts
- Inquiring how one is feeling and responding
- Asking “where are you going?” and replying

Evidence of Learning (Assessments)	Accommodations and Modifications
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Closure activity • Homework • Mid-chapter quiz • End-of-chapter quiz • Project-Based Assessments • Listening Comprehension • Oral presentations • Exit Slips • Learning Response Journals • Discussions • Questioning • Peer/Self Assessments • Presentations 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter test • End-of-Course test • Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills. • Interpersonal Assessments: Dialogue, conversational, and oral assessments • Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts. 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • <i>TC Running Records</i> • <i>TC Writing Rubric</i> • Letter Sound ID • Concepts of Print: Fountas & Pinnell Prompting Guide 1; Oral Reading and Early Writing. • Beginning of the year Pre-Assessment • Mid year Assessment • Final Assessment 	<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Alternative Assessments:</p>	<p>Gifted and Talented</p>

<ul style="list-style-type: none"> ● Fountas & Pinnell Running Records ● Scholastic Running Records ● BeBop Books for running records ● G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies ● Reasoning ● Yopp-Singer test of Phoneme Segmentation ● Sentence-Writing Grade Placement Test ● Linguistics Phonemic Awareness Screener ● Linguistics Decoding Pre/Post Test ● Dyslexia Screener ● PRIM checklist ● LLI; Test Preparation Lesson Framework F&P levels 	<ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● <i>Math in Focus or Big Ideas G & T Activities</i> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications
<p align="center">Core Instructional and Supplemental Materials Professional Resources:</p>	<p align="center">Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> ● Muzzy Language Learning Courses (Teacher edition) ● Beginning Spanish for Young Children, (2005) Carson Dellosa ● Muzzy Classroom Edition Spanish: Early Advantage: BBC - http://www.early-advantage.com/ ● http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf ● http://www.state.nj.us/education/cccs/standards/7/ ● http://www.edutopia.org/ ● http://www.p21.org/overview/skills-framework/256 <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> ● <i>Leveled Literacy Intervention Kits</i> ● When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell ● Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) ● Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) ● <i>Primm Book</i> ● <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i> ● <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> ● Muzzy Level I Classroom Edition Spanish: Early Advantage: BBC ● See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery ● MUZZY DVD Set: ● Part 1, Scene 39 ● Vocabulary Builder 4, 10 ● Websites: ● www.conjuguemos.com ● (used for all units; grammar and vocabulary practice) ● www.classzone.com ● (used for all units; online textbook resource) ● www.youtube.com ● (used daily: "Video of the Day" [cultural exposure]) ● www.bbc.co.uk ● ("Mi Vida Loca" video series; real-life application of language) ● www.wordle.net ● (vocabulary introduction, could be applied to any unit; used specifically with "gustar/encantar" unit) ● www.freerice.com ● (vocabulary reinforcement) ● www.quia.com

<ul style="list-style-type: none"> ● <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> ● <i>Reading Strategies Book - Jennifer Serravallo</i> ● <i>Teacher's College Units of Study - Phonics K-2</i> ● Florham Park ELA PD Sharing Website ● Conferring Menus ● <i>Math in Focus or Big Ideas Curriculum</i> 	<ul style="list-style-type: none"> ● (grammar and vocabulary quiz show-style games) ● www.quizlet.com ● (online flashcards - use pre-made & self made) ● http://www.spanishspanish.com/time/clock_web.html ● (online telling time practice) ● http://www.colby.edu/~bknelson/SLC/interrogatives.php ● (listening practice/reading comprehension practice) ● www.nulu.com ● (reading comprehension)
	<p>Supplemental Resources:</p>
	<ul style="list-style-type: none"> ● iPad Apps: ● DuoLingo ● Sock Puppets ● Puppet Pals ● Mind Snacks Spanish ● Akinator ● www.conjuguemos.com ● (used for all units; grammar and vocabulary practice) ● www.classzone.com ● (used for all units; online textbook resource) ● www.youtube.com ● (online lessons/videos using current vocabulary) ● www.freerice.com ● (vocabulary reinforcement) ● www.quia.com ● (grammar and vocabulary quiz show-style games) ● http://www.spanishclassonline.com (games/review activities)
	<p>Intervention Resources:</p>
	<ul style="list-style-type: none"> ● Leveled Literacy Intervention Texts ● <i>Math in Focus or Big Ideas Curriculum</i> ● Reteach, Extra Practice, Classroom Manipulatives, Online Manipulatives, and content from previous grade levels
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<p>Reading:</p>	<ul style="list-style-type: none"> ● Listen to books on CDs, tapes, videos or podcasts if available.

<ul style="list-style-type: none"> • Read for understanding of phrases, vocabulary, and short passages. • Making connections between English and Spanish <p>Language Arts:</p> <ul style="list-style-type: none"> • Writing activities based on incorporating current Spanish skills. For example: writing dialogue <p>Math:</p> <ul style="list-style-type: none"> • Telling time on a clock/watch <p>Social Studies:</p> <ul style="list-style-type: none"> • Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world. 	<ul style="list-style-type: none"> • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • Interactive websites • Apps and games
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Civic Literacy • Health Literacy • Financial, Economic, Business, and Entrepreneurial Literacy • S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • <u>Initiative and Self Direction</u> • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
<ul style="list-style-type: none"> • Field trips • Skype an author • Guest speakers in classroom 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage

	<ul style="list-style-type: none">• Older Americans' Month• Jewish American Heritage Month• Week of Respect• Red Ribbon Week• International Dot Day (September 16)• Understanding other nations and cultures, including the use of non-English languages
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World Language/ Spanish	Grade: 4
<p>Unit Title: Unit 3: People and Things (Spanish I – Lessons 37, 38, 39, Vocabulary Builder 8, 21, 22 – mandatory, Lesson 40- supporting)</p>	
<p>Unit Summary: In this unit, students will learn to engage in question and answer conversation. Students will also learn about their homes and how to refer to different rooms and floors within their homes. Students will learn how to express different emotions and thoughts such as compliments, criticisms, and fears.</p>	
<p>Unit Rationale: This unit was designed to teach students about possible locations of rooms and items within one’s home. This unit also addresses how to express fears, compliments, concerns, and criticism. Asking questions and responding to questions is a crucial part of daily conversation and is addressed within this unit as well.</p>	
<p>NJ Student Learning Standards: Standards: 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining 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.</p>	
<p>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. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</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.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</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.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	

7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

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).

Content Statements:

Interpretive Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to the text.

Cultural: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)

-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Interpersonal Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: respond to learned questions, ask memorized questions, state needs and preferences, describe people, places, and things.

Cultural: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)

-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Presentational Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: make lists, state needs and preferences, and describe people, places, and things

Cultural: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

<p>-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <p>-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.</p> <p>Goals/Objectives:</p> <ul style="list-style-type: none"> • Will learn to identify the levels of a house. • Will learn to describe location using left, right, and in the middle. 	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand...</p> <ul style="list-style-type: none"> • On the first – en el primer, on the second – en el Segundo, on the third – en el tercer piso. • On the left – de la izquierdo, on the right – de la derecha, in the middle – del centro • El comedor – dining room, la cocina – kitchen, la habitacion – bedroom, la sola – living room, el bano – bathroom, el vestibulo – hall/foyer 	<ul style="list-style-type: none"> • What floor is your bedroom on? • What are other location words? • Name the rooms in your home?
Lesson Title:	Lesson Sequence:
<p>Lesson Title: Unit 3: People, Things, and the Home (Spanish I – Lessons 35: Describing the Levels of a House)</p>	<p>Lesson Sequence</p> <p>Pre-Viewing Activities:</p> <ol style="list-style-type: none"> 1. Indicate the various levels of a home by drawing a simple picture of a multi-story house on the board. Point to the ground floor and say “la planta baja”. Point to the floors above it by saying, “el primer piso, el segundo piso, el tercer piso”. 2. To give students a feeling for right, left, and center, draw three rooms on one of the floors. Point to the room on the left, say “la de la izquierda”. Do the same for the other two rooms, saying “la del centro” and “la de la derecha”. <p>Viewing Activities:</p> <ol style="list-style-type: none"> 3. Show MUZZY Story DVD Scenes 51-52. Give students Activity Sheet 70. Ask students to listen to the DVD and circle the room belonging to Silvia and Corvax. <p>Post-Viewing Activities:</p> <ol style="list-style-type: none"> 4. Ask students to report which room they circles. Discuss on which floor of the palace Silvia and Corvax’s rooms are located. Is Silvia’s room “la de la izquierda, la del centro, la de la derecha”?

5. Explain to students that in Europe, the first or ground floor would be called “la planta baja”. The one above is called the first floor.
6. Give students Activity Sheet 71. Ask them to label each floor, European style. Write the words “segundo, tercer, cuarto” on the board for students to copy. Drill levels of a house by asking questions such as “where is the clock/television/kitchen/bathtub/stereo? Students should answer, “En el piso”.

LESSON REFLECTION

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			

	Provide opportunities for student reflection and self-assessment			
	Provide data to inform and adjust instruction to better meet the varying needs of learners			

Skills (Students will be able to...)

- Identify the levels of a house.
- Describe location using left, right, and in the middle.
- Name the rooms of a house.
- Describe the location of the rooms within the house.
- Asking why and responding.
- Expressing fear.
- Compare people and things.
- Using ordinal numbers.
- Asking for and offering help.
- Giving compliments and criticism.
- Watch and enjoy the conclusion of the unit.
- Review all vocabulary learned.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Closure activity ● Homework ● Mid-chapter quiz ● End-of-chapter quiz 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings

<ul style="list-style-type: none"> • Project-Based Assessments • Listening Comprehension • Oral presentations • Exit Slips • Learning Response Journals • Discussions • Questioning • Peer/Self Assessments • Presentations 	<p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<p>Summative Assessments:</p>	<p>English Language Learners</p>
<ul style="list-style-type: none"> • Chapter test • End-of-Course test • Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills. • Interpersonal Assessments: Dialogue, conversational, and oral assessments • Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts. 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards
<p>Benchmark Assessments:</p>	<p>Students at Risk for Failure</p>
<ul style="list-style-type: none"> • <i>TC Running Records</i> • <i>TC Writing Rubric</i> • Letter Sound ID • Concepts of Print: Fountas & Pinnell Prompting Guide 1; Oral Reading and Early Writing. • Beginning of the year Pre-Assessment • Mid year Assessment • Final Assessment 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Alternative Assessments:</p>	<p>Gifted and Talented</p>
<ul style="list-style-type: none"> • Fountas & Pinnell Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • <i>Math in Focus or Big Ideas G & T Activities</i>
	<p>Students with 504 Plans</p>

<ul style="list-style-type: none"> • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • LLI; Test Preparation Lesson Framework F&P levels 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p align="center">Core Instructional and Supplemental Materials Professional Resources:</p>	<p align="center">Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Muzzy Language Learning Courses (Teacher edition) • Beginning Spanish for Young Children, (2005) Carson Dellosa • Muzzy Classroom Edition Spanish: Early Advantage: BBC - http://www.early-advantage.com/ • http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf. • http://www.state.nj.us/education/cccs/standards/7/ • http://www.edutopia.org/ • http://www.p21.org/overview/skills-framework/256 <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • <i>Leveled Literacy Intervention Kits</i> • When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) • <i>Primm Book</i> • <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Reading Strategies Book - Jennifer Serravallo</i> • <i>Teacher's College Units of Study - Phonics K-2</i> • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Math in Focus or Big Ideas Curriculum</i> 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Muzzy Level I Classroom Edition Spanish: Early Advantage: BBC • See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery • MUZZY DVD Set: • Part 1, Scenes 53-54 • Websites: • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.youtube.com • (used daily: "Video of the Day" [cultural exposure]) • www.bbc.co.uk • ("Mi Vida Loca" video series; real-life application of language) • www.wordle.net • (vocabulary introduction, could be applied to any unit; used specifically with "gustar/encantar" unit) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games) • www.quizlet.com • (online flashcards - use pre-made & self made) • http://www.spanishspanish.com/time/clock_web.html • (online telling time practice) • http://www.colby.edu/~bknelson/SLC/interrogatives.php • (listening practice/reading comprehension practice) • www.nulu.com

	<ul style="list-style-type: none"> • (reading comprehension) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • iPad Apps: • DuoLingo • Sock Puppets • Puppet Pals • Mind Snacks Spanish • Akinator • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.youtube.com • (online lessons/videos using current vocabulary) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games) • http://www.spanishclassonline.com (games/review activities) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • <i>Math in Focus or Big Ideas Curriculum</i> • Reteach, Extra Practice, Classroom Manipulatives, Online Manipulatives, and content from previous grade levels
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<p>Reading:</p> <ul style="list-style-type: none"> • Read for understanding of phrases, vocabulary, and short passages. • Making connections between English and Spanish <p>Language Arts:</p> <ul style="list-style-type: none"> • Writing activities based on incorporating current Spanish skills. For example: writing dialogue <p>Math:</p> <ul style="list-style-type: none"> • Telling time on a clock/watch 	<ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. • Interactive websites • Apps and games

<p>Social Studies:</p> <ul style="list-style-type: none"> • Lessons and information based on Spanish speaking countries, their cultures, as well as influential Spanish people are introduced throughout each unit to provide students with background knowledge on culture and diversity in our world. 	
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Civic Literacy • Health Literacy • Financial, Economic, Business, and Entrepreneurial Literacy • S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • <u>Initiative and Self Direction</u> • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
<ul style="list-style-type: none"> • Field trips • Skype an author • Guest speakers in classroom 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16) • Understanding other nations and cultures, including the use of non-English languages

World Language/ Spanish	Grade: 4
<p>Unit Title: Unit 4: Cultural Unit (Spanish I – Lessons 5-7 - supporting)</p>	
<p>Unit Summary: In this unit, students will learn about the country of Mexico. More specifically, they will learn where it is located, about different cities, learn about the different regions, holidays, and overall differences in culture from the United States.</p>	
<p>Unit Rationale: This unit was designed to teach students about the country of Mexico. Students will learn about the culture in Mexico and be able to make connections to their own culture. Students will be able to learn about different parts of the country such as regions and cities. Students will be introduced to holidays and occasions that take place within this culture.</p>	
<p>NJ Student Learning Standards: Standards: 7.1 All students will be able to use world language in addition to English to engage in meaningful conversation, to understand and interpret and interpret spoken and written language, and to present information, concepts, and ideas while also gaining 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.</p>	
<p>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. Include books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</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.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</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>	

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

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).

Content Statements:

Interpretive Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to the text.

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

-What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)

-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Interpersonal Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: respond to learned questions, ask memorized questions, state needs and preferences, describe people, places, and things.

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

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-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Presentational Mode:

Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: make lists, state needs and preferences, and describe people, places, and things

Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

-Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

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-Learning about age- and developmentally content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.

Goals/Objectives:

- Will learn to locate Mexico on a map.
- Will learn to say and identify the capital city.
- Will learn about the Mexican flag.
- Will learn about ancient Aztec and Mayan cultures
- Will learn to make Mexican art projects.

Enduring Understandings/Goals	Essential Questions
Students will understand... <ul style="list-style-type: none"> ● Churros, salsa, tortillas, hot chocolate ● Nahuati ● An item usually shaped in a six pointed star and is filled with small fruits, candy, and small toys. Children hit the piñata with a stick and take turns until it opens and items come pouring out. ● Use a map to locate Mexico 	<ul style="list-style-type: none"> ● What are some Mexican foods? ● What is the native language of the Aztecs? ● What is a piñata and what is it used for? ● Where is Mexico located?

Lesson Title:	Lesson Sequence:
Lesson Title: Unit 4: Cultural Unit (Spanish I – Lessons 5: Muzzy in Mexico 1: Introduction)	Lesson Sequence <ol style="list-style-type: none"> 1. Introduce the natives of Mexico – Aztec and Mayan cultures 2. Assign students one of these cultures to research – you can also assign them a specific site within the culture to research. 3. Give the students a map of Mexico and ask the to find the borders between Mexico and its neighbors. Also aid students to find Mexico City, the capital of the country. 4. Give each student a Mexican flag picture. Explain the colors of the flag (verde, blanco, rojo). In the center is an eagle perched on a cactus eating a rattlesnake. Explain the legend behind the flag. See Teacher’s Guide pg 174. 5. Compare Mexican flag to the U.S flag. Use a Venn Diagram to help make comparisons.

6. Read “The Heart of Copil and the Eagle of Tenochtitlan” found at www.worldtrek.org/odyssey/mexico/mexstories.html#heart - discuss how this story influenced the Mexican flag.

LESSON REFLECTION

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
Provide opportunities for student reflection and self-assessment			

	Provide data to inform and adjust instruction to better meet the varying needs of learners				

Skills (Students will be able to...)

- Locate Mexico on a map.
- Say and identify the capital of Mexico.
- Learn about the Mexican flag.
- Learn about Aztec and Mayan cultures.
- Make a Mexican art project.
- Learn about the holidays of Mexico.
- Learn about the cities and regions of Mexico.
- Learn about the foods of Mexico.
- Learn about foods that Mexico has introduced to the rest of the world.
- Learn about Mexican party decorations.
- Taste Mexican foods.
- Read stories and listen to music that pertains to Mexican foods and fiestas.
- Learn the names of several Spanish-speaking countries of North America and South America.
- Learn baseball terms in Spanish.
- Compare English and Spanish words.
- Learn about baseball and baseball players in the Americas.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Closure activity ● Homework ● Mid-chapter quiz ● End-of-chapter quiz ● Project-Based Assessments ● Listening Comprehension ● Oral presentations 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● <i>Preview content and concepts</i>

<ul style="list-style-type: none"> • Exit Slips • Learning Response Journals • Discussions • Questioning • Peer/Self Assessments • Presentations 	<ul style="list-style-type: none"> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<p>Summative Assessments:</p>	<p>English Language Learners</p>
<ul style="list-style-type: none"> • Chapter test • End-of-Course test • Interpretive Assessments: Written tests and quizzes where students have to identify vocabulary, write words, phrases, sentences and answer questions based on skill taught and previous knowledge of skills. • Interpersonal Assessments: Dialogue, conversational, and oral assessments • Presentational Assessments: Notebooks, binders, folders, accumulated materials, presented information in a variety of different avenues depicting understanding of newly presented concepts as well as previously taught concepts. 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards
<p>Benchmark Assessments:</p>	<p>Students at Risk for Failure</p>
<ul style="list-style-type: none"> • <i>TC Running Records</i> • <i>TC Writing Rubric</i> • Letter Sound ID • Concepts of Print: Fountas & Pinnell Prompting Guide 1: Oral Reading and Early Writing. • Beginning of the year Pre-Assessment • Mid year Assessment • Final Assessment 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Alternative Assessments:</p>	<p>Gifted and Talented</p>
<ul style="list-style-type: none"> • Fountas & Pinnell Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • <i>Math in Focus or Big Ideas G & T Activities</i>
	<p>Students with 504 Plans</p>

<ul style="list-style-type: none"> • Dyslexia Screener • PRIM checklist • LLI; Test Preparation Lesson Framework F&P levels 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Muzzy Language Learning Courses (Teacher edition) • Beginning Spanish for Young Children, (2005) Carson Dellosa • Muzzy Classroom Edition Spanish: Early Advantage: BBC - http://www.early-advantage.com/ • http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf. • http://www.state.nj.us/education/cccs/standards/7/ • http://www.edutopia.org/ • http://www.p21.org/overview/skills-framework/256 <p>Supplemental Professional Resources:</p> <p><i>Leveled Literacy Intervention Kits</i></p> <ul style="list-style-type: none"> • When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College) • <i>Primm Book</i> • <i>Unit of Study How To Books-Writing to Teach Others Text by Lucy Calkins</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Reading Strategies Book - Jennifer Serravallo</i> 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Muzzy Level I-II Classroom Edition Spanish: Early Advantage: BBC • See Vocabulary Builder DVDs for additional Vocabulary Reinforcement of basic and necessary vocabulary words necessary for mastery <p>Websites:</p> <ul style="list-style-type: none"> • www.worldtrek.org/odyssey/mexico/mexstories.html#heart • www.conjuguemos.com • (used for all units; grammar and vocabulary practice) • www.classzone.com • (used for all units; online textbook resource) • www.youtube.com • (used daily: “Video of the Day” [cultural exposure]) • www.bbc.co.uk • (“Mi Vida Loca” video series; real-life application of language) • www.wordle.net • (vocabulary introduction, could be applied to any unit; used specifically with “gustar/encantar” unit) • www.freerice.com • (vocabulary reinforcement) • www.quia.com • (grammar and vocabulary quiz show-style games) • www.quizlet.com • (online flashcards - use pre-made & self made) • http://www.spanishspanish.com/time/clock_web.html

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<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Civic Literacy • Health Literacy • Financial, Economic, Business, and Entrepreneurial Literacy • S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • <u>Initiative and Self Direction</u> • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
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	<ul style="list-style-type: none">• Understanding other nations and cultures, including the use of non-English languages
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