



Grade 4

World Language Curriculum

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

World Language Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we believe an education in world language fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

(Language taken from the NJDOE World Language NJSLS 2020 Vision Statement)

Oradell Public School District

Suggested Pacing Guide for World Language Grade: Fourth

Unit	Approximate Months	Unit	Topics
1	September- November	School Days	<ul style="list-style-type: none"> • Calendar • Months • Season • Weather • Clothing/Seasonal clothes • Colors • Spanish Countries - Weather (include any country students want to research) • Dia de los Muertos -Calavera /esqueleto • Diwali
2	December- February	Pastime Activities	<ul style="list-style-type: none"> • Holidays celebrated around the world • Sports/ pastime activities/hobbies • Numbers 0-50 • Adjectives to describe : big, pretty, tall, athletic, handsome, short, artistic, nice, young, old, intelligent • Character development - Peer groups create a character “ Mi Personaje”
3	March- June	All About Me	<ul style="list-style-type: none"> • Earth Day - provide students with the opportunity to discuss how to make the world a better place. • Describing self - creating digital image: Google Slides or drawing using previous learned information from units one and two. • (<i>¡Esta/Este soy yo!</i>) project

Fourth Grade World Language Curriculum

Unit 1: School Days

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on the calendar, months, clothing, weather conditions, and seasons in Spanish countries and make connections through authentic text “Calavera Abecedario” about Halloween and the Day of the Dead. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Mid learners Understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Standards (NJSLS) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on the calendar, clothing, months, seasons, weather and climate in Spanish countries and make connections about Halloween and The Day of the Dead.

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and

	written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal Mode

Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about the calendar, clothing, months, seasons, weather and climate in Spanish countries and make connections through authentic text “Calavera Abecedario” about Halloween and the Day of the Dead.

7.1.NM.IPERS.1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Presentational Mode

Students use memorized vocabulary about the calendar, clothing, months, seasons, weather in Spanish countries and make connections through authentic text “Calavera Abecedario” about Halloween and the Day of the Dead.

7.1NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit Specific Vocabulary	
<ul style="list-style-type: none"> • lunes, martes, miércoles, jueves, viernes, sábado, domingo/ hoy, mañana, ayer • January – enero, February – febrero, March – marzo, April – abril, May – mayo, June – junio, July – julio, August – agosto, September – septiembre, October – octubre, November – noviembre, December – diciembre • El clima - hace sol, hace calor, viento, lluvia, nieve • La ropa 	

Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1NM.IPRET.1 7.1NM.IPRET.3 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	<ul style="list-style-type: none"> • <i>Students will be able to identify and write the four seasons in Spanish.</i> • <i>Students will be able to say today’s date in Spanish.</i> • <i>Students will imitate, recite, and complete the calendar as a whole class with lead volunteer students.</i>
7.1.NM.IPRET.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> • <i>Students will be able to describe in Spanish the daily weather conditions in other countries.</i> • <i>Students will be able to brainstorm, create and present about a character with a peer or in a group and speak about the weather from the area in which the character lives.</i>
7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1NM.IPRET.4	<ul style="list-style-type: none"> • <i>Students will be able to ask about and describe the weather in Spanish.</i> • <i>Students will be able to use some common weather expressions.</i> • <i>Students will be able to use digital tools to find the weather conditions.</i>
7.1NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.1 7.1.NM.IPERS.3	<ul style="list-style-type: none"> • <i>Students will be able to request and provide information on what to wear depending on the weather conditions.</i> • <i>Students will be able to express one’s own and react to others basic preferences when referring to clothing, colors of clothing and seasonal dress.</i>
7.1NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.4	<ul style="list-style-type: none"> • <i>Students will be able to recognize the Spanish speaking countries when given oral and written directions.</i> • <i>Students will be able to demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.</i>

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"> • Listening activities • Listening/ written quiz: “Weather & Seasons” (Youtube Video) • Class participation/discussion • Teacher observation of pronunciation
Specific Assessments
<ul style="list-style-type: none"> • Oral: Teacher will observe students engaging in conversation in which they describe the weather outside. • Written: Students will write about weather conditions during different seasons. • Class Participation: Students will engage in class discussions. • Digital: FlipGrid: https://flipgrid.com/ - Students will record themselves speaking in Spanish, Students will read and answer questions involving vocabulary words, Quizizz -

<https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics. Students will review the main concepts and vocabulary from individual units.

- **Summative:** Teachers will assess students using a rubric for each individual unit assessment.
 - *Calvera:* Students individually will dress a Calavera image and label the clothing. Students will present their Calaveras to the class. Include name and what Spanish country it is from and the weather there at this time.

Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- [Googletranslate.com](https://www.google.com/dictionary/) Spanish Dictionary
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Listos! Level A and/or B, Student Edition, Textbook and Workbook

Mentor Text

- Calavera Abecedario by Jeanette Winter

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher

- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Visual & Performing Arts - Music</i> 1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
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Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
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Career Ready Practices

CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
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Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
 - Self-advocating when working on a task. Asking questions when not understanding.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in the classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge

and appreciate similarities and differences, and understand how one's actions influence and are influenced by others

- Connections:
 - Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
 - Celebrating successes of self and others.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules
 - When chosen to be team leader, delegating responsibilities to other group members.

Unit 2: Pastime Activities

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on Holidays around the World, sports, pastime activities, numbers 0-50, adjectives to describe: big, pretty, tall, athletic, handsome, short, artistic, nice, young, old, intelligent and use character development with peers to create an imaginary person. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Mid learners Understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on Holidays around the world, sports, pastime activities, numbers 1-50, adjectives that describe and character development.

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal Mode

Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about Holidays around the World, sports, pastime activities, numbers 1-50, and character development.

7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode

Students use memorized vocabulary about Holidays around the World, sports, pastime activities, commands, numbers 1-50, and character development.

7.1NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits..
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit Specific Vocabulary

- Las Actividades
- Los pasatiempos
- Meses del año, condiciones del tiempo, ropa
- Numbers 1-50
- grande, bonita/o, alta/o, atletica/o, hermoso, corta/o, artistica/o, joven, antigua/o, inteligente

Suggested Teaching Points

<u>New Jersey Student Learning Standards (NJSLS-World Languages)</u>	<u>Objectives</u>
7.1NM.IPRET.1 7.1NM.IPRET.3 7.1.NM.IPERS.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.4	<ul style="list-style-type: none"> • <i>Students will imitate gestures and intonation using greeting words, Hola, Buenos Días, Buenas tardes as they enter the World Language classroom.</i> • <i>Students will be able to use vocabulary to request and provide information pertaining to and expressing opinions (likes and dislikes) of pastime activities</i> • <i>Students will share their favorite pastime activity with peers and teacher.</i>
7.1NM.IPRET.2	<ul style="list-style-type: none"> • <i>Students will be able to talk about playing different sports.</i> • <i>Students will be able to understand cultural perspectives related to after-school activities, leisure activities and hobbies.</i>
7.1.NM.IPRET.4 7.1.NM.PRSNT.3	<ul style="list-style-type: none"> • <i>Students will be able to apply vocabulary from “Las Actividades durante el año”, (pastime activities during the year) from “<u>Listos</u>”, <u>España</u>, lesson 2.</i> • <i>Students will review numbers 0-50 with RockaLingua. https://youtu.be/oUvyhStbFy8</i>
7.1.NM.IPET.2 7.1.NM.IPERS.3 7.1NM.IPRET.4 7.1.NM.PRSNT.1	<ul style="list-style-type: none"> • <i>Students will be able to recognize the similarities and differences in favorite sports, leisure activities or hobbies in different cultures and present their favorite. “Un año divertido”, <u>Listos B</u>.</i> • <i>Students will be able to use digital tools to outline what activities one can do in Spanish speaking countries.</i>
7.1NM.PRSNT.3 7.1.NM.PRSNT.2	<ul style="list-style-type: none"> • <i>Students will be able to ask and respond to questions in Spanish which use adjectives to describe their character.</i> • <i>Students will be able to state what clothing, which season, what are some weather conditions occurring in their presentation and the activity their character has manifested during development.</i>
7.1NM.PRSNT.3 7.1.NM.PRSNT.4	<ul style="list-style-type: none"> • <i>Students will be able to recognize the Spanish speaking countries.</i> • <i>Students will be able to demonstrate knowledge of geographical</i>

7.1.NM.PRSNT.5	<i>locations and identify major countries, cities, and geographical features of the places where the target language is spoken.</i>
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Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"> • Listening activities • Listening/ written quiz: “Sports” • Class participation/ discussion • Teacher observation of pronunciation
Specific Assessments
<ul style="list-style-type: none"> • Oral: Students engage in an introductory dialogue in which they introduce themselves and describe what Holiday they celebrate. • Written: Students will in peer groups develop a character with adjectives that describe, clothing, season, activity. • Class Participation: Students will engage in class discussions • Digital: FlipGrid: https://flipgrid.com/ - Students will record themselves speaking in Spanish, Students will read and answer questions involving vocabulary words, Quizizz - https://quizizz.com/ - Students will complete online quizzes which assess a variety of Spanish topics. Students will review main concepts and vocabulary from individual units. • Summative: Teachers will assess students using a rubric for each individual assessment. <ul style="list-style-type: none"> ○ <i>Character Poster:</i> Students in peer groups will create a poster that includes a character, choose a favorite season, the clothes that must be worn for that season and a favorite pastime/sport the character enjoys. Students in peer groups will present their poster, “Introduction of Character”.
Core Instructional Materials
<ul style="list-style-type: none"> • ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook • Rockalingua.com Song and Vocabulary • Listos! Level A and/or B, Student Edition, Textbook and Workbook <p>Mentor Texts</p> <ul style="list-style-type: none"> • Filipino Friends by Liana Romulo

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students
<ul style="list-style-type: none"> • Facial expressions and gestures that accompany oral language • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists)

- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Social Studies</i> 6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
<i>Visual & Performing Arts - Art</i> 1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology and experiment with various compositional approaches influenced by these styles.
<i>Language</i> L.4.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text.

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Career Ready Practices

CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
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Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher

know who might need additional support.

- Self-advocating when working on task. Asking questions when not understanding.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
 - Celebrating successes of self and others.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules
 - When chosen to be team leader, delegating responsibilities to other group members.

Unit 3: All About Me

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on clothing, colors, weather, seasons, pastime activities, hobbies, leisure activities, and adjectives to describe a person. Students will learn about Earth Day and be provided with the opportunity to discuss how to make the world a better place, and create a digital image or drawing to describe themselves. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Mid learners Understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on clothing, colors, seasonal clothing, describing themselves.

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short

	culturally authentic materials on global issues, including climate change.
Interpersonal Mode	
Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about clothing, colors, seasonal clothing, and describing themselves.	
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Presentational Mode	
Students use memorized vocabulary about clothing, colors, seasonal clothing, describing themselves.	
7.1NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits..
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit Specific Vocabulary	
<ul style="list-style-type: none"> • Commands in Spanish 	

- Azul, rojo, verde, amarillo, blanco, negro anaranjado, rosado, cafe
- Seasons, clothes, weather
- Temperatura-Teperature
- Cambio-Change
- El Clima está cambiando porque . . . - The climate is changing because . . .

Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1NM.IPRET.5 7.1NM.IPRET.3	<ul style="list-style-type: none"> ● <i>Students will be able to identify the clothes for each season.</i> ● <i>Students will be able to review the colors in Spanish.</i>
7.1.NM.IPRET.2	<ul style="list-style-type: none"> ● <i>Students will be able to understand descriptions of clothing items and outfits when they hear them.</i>
7.1.NM.IPERS.4	<ul style="list-style-type: none"> ● <i>Students will be able to make statements using “I need” in Spanish by stating which piece of clothing they need in a role play situation.</i>
7.1.NM.IPERS.2 7.1.NM.IPERS.3	<ul style="list-style-type: none"> ● <i>Students will be able to write and describe the outfits of others.</i> ● <i>Students will be able to identify what types of clothing they like to wear in certain weather.</i> ● <i>Students will be able to ask and answer questions about their outfit and others in relation to weather, climate.</i>
7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NM.IPERS.6	<ul style="list-style-type: none"> ● <i>Students will be able to identify familiar spoken and written words, phrases, and simple sentences pertaining to climate change from viewing and discussing a culturally authentic interview done in Peru.</i> https://www.youtube.com/watch?v=GBbHQv4FxmQ ● <i>Students will engage in a brief discussion after the video to share messages regarding climate change using phrases such as, “El Clima está cambiando porque . . .” - “The climate is changing because . . .”</i>
7.1NM. PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> ● <i>Students will be able to write the name of a variety of items of clothing by identifying them visually and stating their names.</i> ● <i>Students will be able to describe various items of clothing by stating what color they are or on what part of the body they are worn.</i> ● <i>Students will be able to present and describe themselves in order to make connections, and compare and contrast their culture with that of the target language. (¡Esta-Este Soy Yo!)</i>

Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quiz: “Articles of Clothing”
- Class participation/discussion
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Teacher will observe students engaging in conversation in Spanish about the different articles of clothing worn in different pastime activities or sports .
- **Written:** Students will describe what a classmate is wearing, identifying specific details such as color.
- **Class Participation:** Students will engage in class discussions
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, Students will read and answer questions involving vocabulary words, Quizizz - <https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics. Students will review the main concepts and vocabulary from individual units.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.
 - **About Me Presentation:** Students individually will create a slide presentation about themselves. Including: favorite season and weather that occurs during that season, favorite pastime activity, clothes worn during activity. Students will present their slide presentation to peers and their teacher.

Core Instructional Materials

- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook
- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- Listos! Level A and/or B, Student Edition, Textbook and Workbook

Mentor Texts

- **Your Name is a Song** by Jamilah Thompkins-Bigelow
- **The Most Beautiful Thing** by Kao Kalia Yang

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)

- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks, chromebook extensions, visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Social Studies</i> 6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
<i>Visual & Performing Arts - Art</i> 1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology and experiment with various compositional approaches influenced by these styles.
<i>Language</i> L.4.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text.

Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.

Career Ready Practices

CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking

8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
 - Self-advocating when working on task. Asking questions when not understanding.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
 - Celebrating successes of self and others.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make

ethical and responsible decisions

○ Connections:

- Class rules
- Class discussions
- Following rules
- When chosen to be team leader, delegating responsibilities to other group members.