

Winslow Township School District
Upper Elementary Spanish Grade 4:

Overview: In fourth grade students practice speaking, listening, writing and reading. Writing assignments utilize word and phrase banks or cloze activities with emphasis on correct spelling, punctuation, word order and capitalization. Students learn about the Spanish speaking world and the culture, customs and traditions of its inhabitants. Vocabulary includes: additional greetings and goodbyes, polite expressions, commands, classroom objects, items in the backpack, colors, animals, numbers, days, weather, seasons, parts of the body, clothing, llevar and comprar, family members, personal adjectives, food, likes and dislikes, interrogatives, transportation, tener expressions, age, personal hygiene, daily routines, time, the five senses and the beach. Culture includes Christmas in Central America, eating customs, and Cinco de Mayo.

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

All lessons are differentiated to accommodate classified, ESL, and advanced students. Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

Career Readiness: Applicable career options are discussed as they arise throughout the world language programs. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, media, and medicine.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 1:</u></p> <p>September- Classroom Commands Greetings September 16th Alphabet Review</p>	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NM.IPERS.4 7.1.NM.IPERS.1 7.1.NM.PRSNT.4 WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will greet and say goodbye another person in Spanish, initiate a conversation. • Students will write a dialogue based on a social situation and given a phrase bank. • Students will react appropriately to classroom commands. • Students will demonstrate the ability to research and describe the importance of September 16 and to compare it to Cinco de Mayo 	<ul style="list-style-type: none"> • How are the sounds of the Spanish alphabet and words different and similar to English? • How does one greet someone and ask where they live and where they are from?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • Words in Spanish and English have similarities and differences. • The ability to communicate in another language helps me build a better understanding my own. • The ability to communicate in culturally appropriate ways assist in being able to properly initiate an introduction in the target language. • Language connects people and learning another language will open the door to new traditions, art and celebrations. 		<ul style="list-style-type: none"> • Why is it important for me to demonstrate an understanding of people from different cultural backgrounds?

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Curriculum Grade 4 Unit 1	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	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.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 1 Grade 4		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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 communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 1 Grade 4

Assessment Plan

- Formative testing for class participation in activities.
- Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues.
- Warm-up Activities
- Teacher Observation
- Listening Activities

Alternative Assessments:

- Web Quests
- Group Dialogues
- Students perform a skit in which they are on a bus and making conversation with another person. Each person greets the other, asks their name, where they live and where they are from. They say goodbye

Resources

- Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence.
- Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration,
- Internet Access for research, compare and contrast Cinco de Mayo to Sept. 16th.
- Multimedia Resources
- Vocabulary: ¿Ytú? Mal Así, así (Regular)
¿Hablas español? Sí, hablo español. ¡Hasta mañana! Mucho gusto. El gusto es mio. ¿Dónde vives? Vivo en _____. Soy de _____.

Activities

- Students engage in question answer practice with appropriate questions asked when meeting a new person.
- Using a word/phrase bank, students write a dialogue in which each person says 5 questions or responses. They illustrate it with a picture. Differentiation: Students practice dialogues verbally in a small group.
- Students practice responding to classroom commands and asking permission to leave the room. One student will play the role of the teacher and another student poorly behaved student who has to be given directions for acting appropriately.
- Student use computers to research the 16th of September celebration in Mexico and write two paragraphs in English demonstrating their knowledge the importance of this date and how it differs from 5 de Mayo.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 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.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 4 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3.** Identify the reasons and evidence a speaker provides to support particular points.

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoGL.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one’s own work to add additional features or create a new program.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 2:</p> <p>October:</p> <p>Asking and answering questions about classroom objects using interrogatives.</p> <p>Months, days, seasons and weather</p> <p>Counting to 20</p> <p>Hispanic Heritage Month</p> <p>Day of the Dead</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will recognize and use interrogative words to ask and answer questions about classroom objects. ● Students will recite the months, days of the week and seasons. ● Students will count to 20. ● Students will recreate in illustration the items on a Day of the Dead Altar (Ofrenda) and express its cultural meaning. 	<ul style="list-style-type: none"> ● How does one describe these and other objects in the classroom using colors in Spanish? ● What are the Days of the Dead in Mexico? ● How are Halloween and the Days of the Dead similar and different?
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. ● Language connects people and learning another language will open the door to a new culture. Language and culture are inextricably linked. ● Language connects people and learning another language will open the door to a new traditions and celebrations. ● The calendar is Spanish and English have similarities and differences. ● Weather can be different during the four seasons in comparison to where we live. 	<ul style="list-style-type: none"> ● How is the Spanish calendar similar to and different from ours? ● How are we effected by the seasons? 	

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Curriculum Grade 4 Unit 2	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	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.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

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Unit 2 Grade 4		
Core Idea	Indicator #	Performance Expectations
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Unit 2 Grade 4	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Students will draw 3 questions at random and answer them based on their prior knowledge of answering them in the target language. • Students will create and perform a brief skit utilizing interrogatives.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Internet access for Day of the Dead cultural topics and for pictures of the holiday and books relative to the history and celebration. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: Que, cual, cuanto(s), por que, como, cuando, quien 	<ul style="list-style-type: none"> • Students complete a cloze activity answering a variety of types of questions about supplies and classroom objects. • Students play “I Spy” with classroom objects. • Students go on a treasure hunt to find something in the classroom that is a rectangle, a triangle, (other shapes,) red, blue,(other colors) very small, very large etc. • Students sing days of the week and months of the year songs, say the seasons in order and act out while saying common weather expressions for each season. • Students read a short paragraph about the seasons and weather and answer multiple choice questions. • Students find things in the classroom and in good weather, outside, that there are 20 or more of, and count the first 20. • Students see a video, read a picture book, or look at pictures of an altar in a Mexican home during the Days of the Dead, describe it in English using Spanish from a word bank for key objects, and tell its cultural significance in two paragraphs.

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Instructional Best Practices and Exemplars

- | | |
|--|--|
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9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

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 - RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
 - SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

- *Math:**
- 2.OA.B.2.** Fluently add and subtract within 20 using mental strategies. (Recall prior knowledge of Grade 2, know from memory all sums of two one-digit numbers.)

- *Social Studies:**
- 6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
 - 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
 - 6.1.5.CivicDP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
 - 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
 - 6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
 - 6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
 - 6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
 - 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 - 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
 - 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 3:</p> <p>November- Forest animals</p> <p>Countries of Central America on a map</p> <p>Hispanic Heritage Month Learn the 21 Spanish-speaking countries song</p>	<p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will name and describe forest animals. ● Students will correctly pronounce and locate the Spanish speaking countries of Central America on a map. ● Students will sing the 21 Spanish speaking countries and to indicate by a gesture the ones located in Central America. 	<ul style="list-style-type: none"> ● Which animals which are commonly found in forests in the United States and in Spanish-speaking countries? ● How many Spanish-speaking countries are located in Central America?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Knowing where Spanish-speaking countries are located better connect me to the language and culture to which I am learning. ● Language connects people and learning another language will open the door to a new culture and the foods associated with celebration. ● Weather and seasons are both alike and different in Spanish-speaking countries from our own. 		

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Curriculum Grade 4 Unit 3	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	10
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 3 Grade 4		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 3 Grade 4	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Summative evaluation of recognition of the calendar vocabulary. • Cumulative Benchmarks assessment for prior months • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Verbal response Q & A • Students will create an 8x10 poster of the Central America
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, maps of Central America and blank maps to label and color • Authentic documents and material • Internet Access to show maps of Central America • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? Cambia, Concentration 	<ul style="list-style-type: none"> • Students make a "book" about forest animals, downloading pictures from the internet and adding the animal's Spanish name and a description. They share their books with the class. • Students listen to descriptions of animals and draw them on a whiteboard. • Students are given a blank map of Central America on which they label the countries, bodies of water and capitals.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 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.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 4 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3.** Identify the reasons and evidence a speaker provides to support particular points.

***Science:**

- 3-LS4-3.** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 3-LS4-4.** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*

***Social Studies:**

- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.EconEM.4:** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSLs 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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- 8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 4:</u></p> <p>December and January- Descriptions Likes/Dislikes Es & Son Question & Answer Christmas in Central America</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will describe his/her appearance and personality. ● Students will express likes and dislikes with GUSTAR. ● Students will use “es” and “son” with singular and plural predicates in speech and writing. ● Students will research and present unique aspects of Christmas in a Central American country. ● Students will complete partially spelled target words in writing and verbally. 	<ul style="list-style-type: none"> ● How do I describe myself and others to a Spanish speaking friend? ● What are unique traditions of Christmas in Central American countries?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Being able to describe myself to others will enable to make new friends using the target language. ● Being able to express myself in culturally appropriate ways enable me to express my likes and dislikes in the target language. ● The Christmas celebrations in Central America and in the United States have similarities and differences. ● Language connects people and learning another language will open the door to a new culture, celebrations, and traditions. ● Language and culture are inextricably linked. 		

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Curriculum Grade 4 Unit 4	Standards		Pacing	
			Days	Unit Days
	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.	2	12
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 4 Grade 4		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 4 Grade 4	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of numbers to 50 and definite articles with words ending in o and a. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students describe themselves in one paragraph using 5 different adjectives and present it. • Students research Christmas in a selected Central American country with a partner and decide how to present their findings to the in a poster presentation.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Internet Access for research on maps and video clips of Central America and blank maps to label and color • Vocabulary: adjectives, GUSTAR, Es, Son • Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es?, Cambia, Concentration 	<ul style="list-style-type: none"> • Students answer questions in speech and writing about their appearance. • Students are given a list of topics such as foods, animals etc. and they write or say one that they like and one that they dislike. • Students make a survey using past vocabulary and question members of the Spanish class about who likes or dislikes each item. Example: Do you like peas, or red, or jeans etc. • Students will complete a cloze activity in which es or son completes the sentence. • Students play hangman with words and sentences describing people. Letters are given in Spanish. • Students cut and paste pre-written phrases into the speech bubbles

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
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- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4:** Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).

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**Winslow Township School District
Upper Elementary Spanish Grade 4:**

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Upper Elementary Spanish Grade 4:**

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**Winslow Township School District
Upper Elementary Spanish Grade 4:**

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**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Interdisciplinary Connections

***ELA:**

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- SL.4.3.** Identify the reasons and evidence a speaker provides to support particular points.

***Social Studies:**

- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSLS 8

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**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 5:</p> <p>February- Transportation</p> <p>TENER expressions including age</p> <p>Likes and dislikes</p>	<p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Student will identify modes of transportation when shown a visual and identify and visual when given the Spanish word for the mode of transportation. ● Students will use transportation vocabulary to ask and answer questions. ● Students will use “tener expressions” in speech and writing. ● Students will demonstrate the ability to use question words appropriately to ask questions concerning transportation and questions containing “tener expressions” in speech and writing. 	<ul style="list-style-type: none"> ● How do the uses of "to be" and "to have" differ in Spanish and English? ● How do these differences influence out thinking about who we are?
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate personal preferences, likes, and dislikes will enable me express my needs in the target language. ● Transportation methods are both alike and different in the United States and Spanish-speaking countries. 		

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Curriculum Grade 4 Unit 5	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	12
	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.	2	
	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.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 5 Grade 4		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 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.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 5 Grade 4

Assessment Plan

- Formative testing for class participation in activities.
- Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues.
- Warm-up Activities
- Teacher Observation

Alternative Assessments:

- Web Quests
- Students draw a cartoon which illustrates one or more tener expressions that are said by someone on an airplane, waiting for a bus, etc.

Resources

- Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence.
- Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, pictures of modes of transportation and pictures/slides of Goya paintings to illustrate tener expression or other pictures.
- Authentic documents and material
- Multimedia Resources
- DVD and authentic video clips
- Internet Access to research and display Goya paintings
- Vocabulary: “TENER” expressions, GUSTAR, transportation vocabulary
- Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es? Cambia, Concentration

Activities

- Students will play the spinner game and matamoscas with transportation vocabulary and pictures.
- Students will answer written and verbal questions about which mode of transportation one can take to given places, for example, Mexico, Spain, Miami; using short answer, cloze activities and multiple-choice formats.
- Students will practice the “Yo” and “Tú” forms of tener and use them to form “tener expressions.” They will look at pictures that illustrate the meaning of the expressions and identify what the person is thinking or saying. The Goya dark paintings are a wonderful venue for this.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 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.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Upper Elementary Spanish Grade 4:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 4 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3.** Identify the reasons and evidence a speaker provides to support particular points.

***Social Studies:**

- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoGL.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one’s own work to add additional features or create a new program.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 6:</u></p> <p>March- Clothing</p> <p>“Yo” forms of the verbs: COMPRAR/LLEVAR</p> <p>Items for personal hygiene</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Student will identify items of clothing when shown a visual. ● Student will identify part of the body covered by target clothing. ● Student will use “llevar” and “comprar” to talk, write and read about buying and wearing clothing. ● Student will identify items for personal hygiene that are located in the bathroom when shown a visual 	<ul style="list-style-type: none"> ● How does learning about fashion in other cultures compare to my own in Spanish-speaking countries?
<p><i>Unit 6: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate personal preferences and wants in the target language will enable me to express what I like to wear and purchase. ● Language learning connects people and opens the door to learning about a rich culture and history. ● Fashion in Spanish-speaking countries and the United States has similarities and differences. 		

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Curriculum Grade 4 Unit 6	Standards		Pacing	
			Days	Unit Days
	7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	2	12
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 6 Grade 4		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 6 Grade 4

Assessment Plan

- Formative testing for class participation in activities.
- Summative evaluation of listening to and writing from word and phrase banks and dialogues.
- Warm-up Activities
- Teacher Observation

Alternative Assessments:

- Web Quests
- Students will present a brief presentation what they wear when they hang out with their friends.
- Students will design, label, and give a brief description about their new outfit.
- Students will put on a fashion show.
- Students write a paragraph which tells that, "Linda debe llevar_____ (clothing) en la_____ (season.)"
- Students will create and perform a brief skit about going to buy new clothes.

Resources

- Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence.
- Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration,
- Authentic documents and material
- Multimedia Resources
- DVD and authentic video clips
- Internet Access
- Vocabulary: clothing words from grades 1-3, colors, es/son, gustar, llevar, comprar.
- Games: BINGO, Matamoscas, The Spinner Game, Around the World, Lo Tengo, ¿Qué Te Falta? The Dice Game, The Ladder Game, Hangman, ¿Quién Es?

Activities

- Students play Bravo with pictures and clothing words.
- Using white boards, students listen to the teacher describe where Linda la Loca wears her clothing (on all the wrong parts of the body) and draws how she looks.
- Linda la Loca returns in a paragraph in which she wears all the wrong clothing for the weather and season. Students read the paragraph and complete short answer, multiple choice or True/False questions.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

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**Winslow Township School District
Upper Elementary Spanish Grade 4:**

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Upper Elementary Spanish Grade 4:**

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**Winslow Township School District
Upper Elementary Spanish Grade 4:**

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**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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- W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3.** Identify the reasons and evidence a speaker provides to support particular points.

***Art:**

- 1.1.5.D.1** Identify elements of art and principles of design that are evident in everyday life.

***Social Studies:**

- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconEM.4:** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one’s own work to add additional features or create a new program.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 7:</p> <p>April-</p> <p>Family Members</p> <p>Adjectives to describe people</p> <p>Telling time to the hour with numbers 1-60</p> <p>Earth Day</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.7</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will sequence daily routines and recognize phrases in Spanish. ● Students will tell time on the hour. ● Students will name and describe family members. ● Students will count to 60. ● Students will gain an understanding on how to be proactive in global stewardship. 	<ul style="list-style-type: none"> ● How do people differ in appearance and personality? ● Why should Earth Day be celebrated throughout the year? ● How are families similar and different throughout various cultures? ● How does our concept of time differ from those in Spanish-speaking countries?
<p><i>Unit 7: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate in the target language about others and myself connects me to new friends in my age group. ● Earth Day in Spanish speaking countries and in the United States have similarities and differences in the way in which it is celebrated. ● Family dynamics can be dependent upon culture and differ from our family structures in the United States. ● Time in Spanish-speaking countries and the United States have similarities and differences. 		

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Curriculum Grade 4 Unit 7	Standards		Pacing	
			Days	Unit Days
	7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	2	12
	7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	2	
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 7 Grade 4		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 7 Grade 3	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will give a brief presentation about their daily routine and the times events occur. • Students are to create an “Earth Day Poster.” That proposes a fund raiser for the World Wildlife Fund.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Vocabulary: numbers 1-60, Es la/son las, Yo forms of activities students do during their daily routine. • Games: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO, Around the World, Bomba 	<ul style="list-style-type: none"> • La Linda Loca returns to go to bed in the morning and brush her teeth before dinner. Students will receive a paragraph describing her daily routine and my sequence the events in logical order before rewriting it. • Students use drawing of clocks without hands and blank digital clocks to show the time written in a sentence. All times are on the hour. • Students use these times to tell when they do the target daily routine events using "Yo _____a la(s)." A word bank is used for these activities • Students will repeat verbally, identify in writing, and write when given a verbal cue, the numbers 20, 30, 40, 50, 60 in preparation for telling digital time not on the hour.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 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.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4:** Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 4 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3.** Identify the reasons and evidence a speaker provides to support particular points.

***Math:**

- 2.NBT.B.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Recalling prior knowledge of Grade 2)
- 2.NBT.A.2.** Count within 1000; skip-count by 5s, 10s, and 100s. (Recalling prior knowledge of Grade 2)

***Social Studies:**

- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 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.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 8:</u></p> <p>May and June:</p> <p>Food and Drink</p> <p>Eating customs</p> <p>5 senses</p> <p>Numbers 1 - 100</p> <p>Alphabet</p> <p>Beach vocabulary</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.4</p> <p>7.1.NH.IPERS.5</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will use picnic related food and drink words to express preferences and ask and answer questions. ● Students will compare eating customs in a Central American country to theirs. ● Students will identify the 5 senses and the parts of the body used for each. ● Students will use food, drink and seashore vocabulary to describe a picnic on the beach ● Students will count to 100 and use numbers to tell age. ● Students will use the Spanish alphabet to spell words 	<ul style="list-style-type: none"> ● How are food and drink and all our senses related? ● What are some typical Spanish eating customs and how do they compare to what is standard in the United States?
<p><i>Unit 8: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Culture can influence eating customs. ● Desserts in Spanish-speaking countries and the United States have similarities and differences. ● Food and beverages are like learning a language and have the ability to connect each other throughout various cultures. ● Cultural celebrations in Spanish speaking countries and in the United States have similarities and differences. 		

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Curriculum Grade 4 Unit 8	Standards		Pacing	
			Days	Unit Days
	7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	2	12
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	2	
	7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 8 Grade 4		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Unit 8 Grade 4	
Assessment Plan	
<ul style="list-style-type: none"> • Warm-up Activities • Teacher Observation • Benchmark assessment: <ul style="list-style-type: none"> *Speaking: Students give three words for items in a selected topic. They say a sentence describing one of them. *Writing: Students draw and label 5 foods for family members and write on descriptive sentence for each. *Reading: Students read a paragraph about a boy in Puerto Rico and answer five short- answer questions about it. 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will draw a picture of a healthy dessert and label it in the target language. • Students choose a country in Central America and research foods and eating customs and compare it to those of the United States and their diet and traditions. Present this information in a written paragraph included in a poster with photographs downloaded from the internet. • Students will draw a picnic on the beach with him/herself and one other person. They will describe what they are wearing, eating, drinking and how they feel.
Resources	Activities
<ul style="list-style-type: none"> • Grades 3 - 5 Consensus Map and Think Spanish! for scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access for Central America research project on Foods and meal customs • Vocabulary: learned food/beverage vocabulary, senses, numbers 1-100, beach vocabulary • Games for food vocabulary: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? Around the World, Bomba and BRAVO. 	<ul style="list-style-type: none"> • Students will complete sentences in a story about what the students prefers to wear, eat at a picnic on the beach. • Students will say and/or write, Use “el/la/los/las” for each of the senses. • Students will play the dicegame in which 1 - 5 are a sense and 6 is the wildcard. • Students will count to 100 by tens and make a large picture of 100 items, labeling every 10 items with the number. The items may be food, clothing, school supplies, colors, or any learned vocabulary. • Students play "Sparkle" with new and previously learned vocabulary for alphabet and spelling practice

**Winslow Township School District
Upper Elementary Spanish Grade 4:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
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Upper Elementary Spanish Grade 4:**

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- 2.NBT.A.2.** Count within 1000; skip-count by 5s, 10s, and 100s. (Recalling prior knowledge of Grade 2)

***Health:**

- 2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

***Social Studies:**

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Integration of Computer Science and Design Thinking NJSL 8

- 8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.AP.5:** Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.