

**Belvidere Cluster Wide
World Language Curriculum
Grade 4
Updated September, 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Music
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.A.3

Use a graphic organizer to organize information about problem or issue

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.E.1

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Agriculture, Food & Natural Resources
- Education & Training
- Health Science
- Hospitality & Tourism
- Information Technology
- Marketing

- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping

- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options

- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, World Language, Introductory Conversation

Time Period: **September**
 Length: **30 days**

Enduring Understanding

Making small talk is a cultural necessity.

Essential Questions

What does it mean to be polite in a Hispanic nation?

How am I able to communicate and make small talk with speakers of other languages?

New Jersey Student Learning Standards

WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Student Learning Objectives

Students will:

- Use appropriate time of day greetings and leave-takings both formally and informally.
- Identify and apply appropriate titles for various people.
- Identify familiar people as tú or usted.
- Ask and answer a variety of conversational questions in both formal and informal contexts.
- Memorize and recite songs/chants related to greetings, introductions and farewells, and conversational questions and answers in a variety of cultural contexts.
- Read and understand unit vocabulary presented in age appropriate contextualized conversations.
- Recognize and apply formal and informal speech in a language other than English.
- Practice and perform a basic conversation in small groups.

Instructional Activities

Using a blank Spanish vocabulary list of greetings/farewells, and simple questions and answers, students can work cooperatively or independently to identify as many as they can within a given time frame. As a whole class, identify the remaining phrases and questions through TPR, Q/A, ball toss activities, etc.

Students practice asking and answering simple questions through ball toss, circle responses and structured partner Q/A activities, partner sharing activities, etc.

List and identify familiar people in the school/community/world as students respond orally, in writing, or on a dry erase board with the correct formal or informal phrasing of unit conversational questions.

TPR game of Simon Says with unit vocabulary.

Students create and string together statements either orally or in writing to make appropriate greetings for various people in both formal and informal situations and during various times of the day.

Students can pass around a beach ball containing a different conversational question on each color. When each student catches the ball, he/she will ask the question, respond aloud with an appropriate response in Spanish, then pass the ball to another classmate. Play continues until all students have asked/answered a question.

Students will role play an interview situation in partners in which they ask each other and record answers to basic conversation questions.

On a smart board, students will rearrange pieces of a question in the proper grammatical order practicing both formal and informal sentence construction.

Teacher created worksheets to practice formal and informal situations at various times of day.

Students will practice and perform a dialog in small groups using all unit vocabulary and conversation questions.

Interdisciplinary Connections

Language Arts: Writing activities, Presentational skills, Conversational skills

Social Studies: Cultural norms when addressing people in different countries.

Texts and Resources

Smart Board matching activity

Flashcards of vocabulary phrases

Teacher created dialogue/conversation

Teacher-created worksheets and activities

Beach ball game

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Unit #2, World Language, Dia de los Muertos

Time Period: **October**

Length: **10 days**

Enduring Understanding

Recognize religious and cultural celebrations are different in various cultures.

Essential Questions

How is Halloween different from Dia de los Muertos?

What is Dia de los Muertos?

New Jersey Student Learning Standards

WL.7.1.NM.A.4

WL.7.1.NM.A.3

WL.7.1.NM.C.3

WL.7.1.NM.C.4

WL.7.1.NM.C.5

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Recognize a few common gestures and cultural practices associated with the target culture(s).

Copy/write words, phrases, or simple guided texts on familiar topics.

Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Student Learning Objectives

The students will:

- Identify Mexico on a world map.
- Compare and contrast the cultural celebrations of Dia de los Muertos and Halloween.
- Recognize the cultural symbols associated with Dia de los Muertos.
- Demonstrate comprehension orally and in writing of cultural practices associated with Dia de los Muertos based on children's literature.
- Create an authentic cultural product associated with the celebration of el Dia de los Muertos.

Instructional Activities

Whole class discussion of how students celebrate Halloween.

Introduce Dia de los Muertos as a Mexican religious celebration and orally compare and contrast to Halloween celebration.

Teacher introduces location of Mexico on a world map and students identify and color Mexico on individual maps.

Read aloud culturally significant children's literature and identify pictures and symbols from the literature associated with the celebration.

Students create an authentic product associated with Dia de los Muertos such as a mask or an altar.

Interdisciplinary Connections

Social Studies: Geographical location of celebrations, Anthropological discussion of religious beliefs and practices.

Art: Illustration of holiday symbols

Language Arts: Read-Alouds, Comparing/Contrasting

Texts and Resources

Google images of symbols and altars associated with Dia de los Muertos celebrations

Children's literature associated with Dia de los Muertos: Tio Fernando, Dia de los Muertos

World map

Templates for mask, altar, or calaveras

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Correctly identify the location of Mexico on a world map.

Checklist identification of symbols associated with the holiday.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Unit #3, World Language, Family

Time Period: **November**
Length: **8 weeks**

Enduring Understanding

Everyone's family and heritage are different.

Essential Questions

Who makes up a family?

New Jersey Student Learning Standards

WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Student Learning Objectives

The students will:

- Identify and label family member vocabulary.
- Identify and memorize basic adjectives to describe people.
- Ask and answer questions related to the family.
- Apply family member vocabulary words to their own family members by creating and presenting a family tree with authentic pictures.
- Use correct gender agreement with adjectives to describe family members.
- Describe the likes and dislikes of others.
- Memorize and recite songs/chants related to family vocabulary.
- Demonstrate comprehension of family vocabulary by interpreting a family tree graph orally/in writing to describe family relationships.

Instructional Activities

Introduce family member and descriptive adjective vocabulary through flashcards, TPR, felt boards, paper dolls, etc.

Independently cut and paste a family tree worksheet answering how are all of these people related?

Teacher models and narrates a family tree using an online example of a famous historical person or any example of a family tree and asks questions about the family relationships.

TPR review of me gusta/no me gusta with basic verb/noun vocabulary (i.e. la escuela, jugar, leer, nadar, etc.).

Students bring in a picture of a family member and write a sentence describing the person, their relationship with the person, and the person's likes/dislikes.

Students create, label, and present their own family trees.

Introduce and practice a family song such as Tengo una Familia Grande, from "Sing, Dance, Laugh, and Eat Tacos."

SmartBoard matching activities and games to practice gender agreement.

Students complete an individual or cooperative activity in which they read or listen to a description of a person and illustrate what they read or hear.

Interdisciplinary Connections

Music: Rhythms and songs

Social Studies: Genealogy, diagram/chart reading, Anthropological family structure within various cultures

Texts and Resources

Teacher created smartboard games and activities for gender agreement

Online family tree resources: (Charles II of Spain) http://www.genomesunzipped.org/wp-content/uploads/2011/04/Carlos_segundo80.png, (Simpsons) <http://spanishplans.files.wordpress.com/2011/10/simpsonfamilyspanish.jpg>, (Juan Carlos of Spain) http://www.proprofs.com/quiz-school/user_upload/ckeditor/32867735.jpg

CD of Sing, Dance, Laugh, and Eat Tacos (Vol. 1 and 2) or other family vocabulary song download

Flashcards/google images/felt board images of unit vocabulary

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Accuracy in smartboard gender matching activities

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Checklist of recognition of basic vocabulary associated with family member vocabulary

Teacher observation during asking/answering of questions and discussions related to family member vocabulary

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Unit #4, World Language, Navidad and Three Kings Day

Time Period: **January**

Length: **15 days**

Enduring Understanding

Holiday celebrations in differ between cultures.

Essential Questions

How is Christmas different from Las Posadas/Three Kings Day?

What are Posadas?

What is Three Kings Day?

New Jersey Student Learning Standards

WL.7.1.NM.A.4

WL.7.1.NM.A.3

WL.7.1.NM.C.3

WL.7.1.NM.C.4

WL.7.1.NM.C.5

WL.7.1.NM.C.2

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Recognize a few common gestures and cultural practices associated with the target culture(s).

Copy/write words, phrases, or simple guided texts on familiar topics.

Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Student Learning Objectives

The students will:

- Compare and contrast the cultural celebrations of Christmas with Las Posadas/Three Kings Day.
- Recognize the cultural symbols associated with Las Posadas/Three Kings Day.
- Demonstrate comprehension orally and in writing of cultural practices associated with Las Posadas/Three Kings Day based on children's literature.
- Create an authentic cultural product associated with the celebration of Las Posadas/Three Kings Day.
- Sing popular holiday songs associated with Las Posadas/Three Kings Day.

Instructional Activities

Whole class discussion of how students celebrate Christmas.

Introduce Las Posadas/Three Kings Day as religious celebrations and orally compare and contrast them to American Christmas celebrations.

Introduce and sing Feliz Navidad, and play other Spanish carols while students complete other activities.

Read aloud culturally significant children's literature and identify pictures and symbols from the literature associated with the celebration.

Students create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.

Interdisciplinary Connections

Social Studies: Anthropological discussion of religious beliefs and practices.

Music: Use of holiday music

Art: Illustration of holiday symbols

Language Arts: Read-Aloud, Comparing/Contrasting

Texts and Resources

Google images of symbols associated with Las Posadas/Three Kings Day celebrations.

Children's literature associated with Las Posadas/Three Kings Day: Pedro's Christmas Flower, The Legend of the Poinsettia, La Navidad, The Night of Las Posadas

Music Downloads/Pandora Radio for Feliz Navidad or other holiday songs in Spanish.

Templates for poinsettia or other related holiday craft.

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Unit #5, World Language, Body and Health

Time Period: **February**

Length: **20 days**

Enduring Understanding

Awareness of self and how to talk to a medical professional are important for authentic conversations.

Essential Questions

How do I talk about and describe my body and what pains me?

How can my body help me play different games?

New Jersey Student Learning Standards

WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Student Learning Objectives

The students will:

Identify basic parts of the body and social activities.

Label parts of the body on a diagram.

Use the phrase me duele/n with a body part to express minor health concerns.

Ask and answer questions related to parts of the body and health concerns.

Role play/dramatize a doctor's office visit unit unit vocabulary.

Memorize and recite songs/chants related to parts of the body.

Instructional Activities

Identify parts of the body and social activities through TPR/flashcards/bingo/realia, Mr. Potato Head, Sr. Cabeza, etc.

Introduce grammar concept of me duele/n with the song "Dolor de Cabeza" or other appropriate method. Students take turn asking and answering basic health questions.

Whole class and small group game of Simon Dice.

Vocabulary building activities and games such as labeling diagrams, TPR directives, small group games such as Operation, etc.

Students practice and perform a teacher created dialogue or conversation role-play a visit to a medical office.

Interdisciplinary Connections

Health: Body parts and their functions

Texts and Resources

Google images/ flashcards/ posters/ fake of parts of body

CD of "Sing, Dance, and Eat Taco's" (Vol. 1 and 2)

Teacher-created matching and labeling worksheets and activities

Teacher-created dialogue/conversation for role-play

Other authentic games/activities (Operation, Mr. Potato Head, etc.)

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Checklist of recognition of basic vocabulary associated with body parts and social activities

Teacher observation during asking/answering of questions and discussions related to body parts, health conditions, and social activities

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Unit #6, World Language, Calendar and Weather

Time Period: **March**
Length: **30 days**

Enduring Understanding

Calendars and weather differ around the world.

Essential Questions

How does my calendar look different from calendars in other countries?

Where is it hot in January?

New Jersey Student Learning Standards

WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Student Learning Objectives

The students will:

Ask and answer questions in a whole class and small group setting regarding calendar vocabulary including the date, classes, and month.

Recall and list the days of the week, months of the year, and seasons using a song or chant.

Interpret a foreign language calendar to answer oral and written questions about yesterday, today, and tomorrow.

Demonstrate comprehension of oral and written directions by pointing to the correct day or month on a foreign language calendar.

Identify weather expressions and describe the weather.

Describe the weather in different months throughout the world orally or in writing.

Describe and compare/contrast the current weather in various parts of the world using online resources.

Create and present a 5-day weather forecast for the upcoming week for any part of the world in cooperative groups.

Instructional Activities

Recall vocabulary of calendar topics including days of the week, months of the year, seasons, and the concepts of today/yesterday/tomorrow through charts, calendar displays, graphs, felt boards, and other realia.

Identify weather expressions through TPR, flashcards, google images pictures, smart board matching activities, etc.

After reviewing seasonal differences in the hemispheres, have students describe the weather in different months in different areas of the world using a teacher created worksheet, a whole-class sorting activity (smart board or paper), or illustrations.

Have students ask and answer simple questions about calendar and weather related topics in pairs/popcorn activity/round-robin, etc. such as ¿Qué día es hoy? ¿Si hoy es lunes, qué día es mañana? ¿Qué tiempo hace hoy? ¿Qué tiempo hace en México?, etc.

Review days of the week/months of the year/season songs to memorize correct order.

Visit online websites to view current conditions around the world and describe what you see using unit vocabulary in a whole-class or small group activity.

Create, illustrate, label, and present a 5-day weather forecast for the upcoming week in a city around the world as a cooperative activity.

Interdisciplinary Connections

Math: Measurement of time around the world, Reading and interpreting a chart

Geography: season changes in different hemispheres

Science: Weather patterns

Texts and Resources

Authentic language calendars

Charts/lists of calendar topics

Smart Board/Google Images of weather pictures

Felt board/felt cut outs

Online resources: <http://espanol.weather.com>, <http://www.weather.com/common/welcomepage/world.html>, etc.

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Checklist of recognition of basic vocabulary associated with calendar and weather vocabulary.

Teacher observation during asking/answering of questions and discussions related to calendar and weather vocabulary.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Unit #7, World Language, Telling Time

Time Period: **May**
Length: **30 days**

Enduring Understanding

Numbers and counting patterns are a universal language.

Essential Questions

How do I state the time in a different language?

How do I count in a different language?

New Jersey Student Learning Standards

WL.7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

WL.7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

WL.7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Student Learning Objectives

The students will:

Identify and use numbers to 100.

Use numbers to 100 to ask/answer questions about phone numbers.

Accurately ask for and state the time when asked.

Tell time in quarter and half past increments.

Accurately use *es la/son las*.

Recognize the use of the 24 hour/military clock in other countries.

Recite a song/chant/skit related to time and numbers.

Instructional Activities

Identify counting patterns of numbers 1-100.

Identify patterns for telling time using a large teaching clock or other materials.

Introduce and memorize numbers or time rhyme or song.

Vocabulary practice games and activities using a ball toss with counting patterns, numbers bingo, telling time bingo, Dry erase boards in a whole class or small group setting.

Students practice telling time on individual mini-clock by showing the time they hear or see.

Ask and answer the question *¿Cuál es tu número de teléfono?* in popcorn or ball toss activity.

Ask and answer the question *¿Qué hora es?* or *¿A qué hora es...?* in partner or whole-class activity.

Interdisciplinary Connections

Math: Time and schedules

Texts and Resources

Time rhyme (A la una, miro la luna. A las dos, miro el reloj. A las tres, no me ves. A las cuatro, miro el sapo. A las cinco, pego un brinco. A las seis, tarde es. A las siete, sale un cohete. A las ocho, como un bizcocho. A las nueve, voy a la nieve. A las diez, comienzo otra vez.)

Large teaching clock

Student mini-clocks

Numbers/time posters or charts

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Unit #8, World Language, Cinco de Mayo

Time Period: **May**
Length: **10 days**

Enduring Understanding

Hispanics have impacted and influenced America.

Language and cultural are connected and inseparable.

Essential Questions

What is Cinco de Mayo?

How and why is it celebrated?

New Jersey Student Learning Standards

WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Student Learning Objectives

The students will:

Identify Mexico and the town of Puebla on a world map.

Distinguish between Cinco de Mayo and Mexican Independence Day.

Recognize the historical events associated with Cinco de Mayo.

Demonstrate comprehension orally and in writing of cultural practices associated with Cinco de Mayo based on children's literature.

Create an authentic cultural product associated with the celebration of Cinco de Mayo.

Instructional Activities

Introduce Cinco de Mayo and its significance to Mexico and Hispanic-Americans through pictures/skits/and stories.

Read aloud culturally significant children's literature and identify pictures and symbols from the literature associated with the celebration.

Students create an authentic product associated with Cinco de Mayo such as a flag of Mexico, maracas, paper flowers, etc.

Teacher introduces location of Mexico and the town of Puebla on a world map and students identify and color Mexico on individual maps.

Interdisciplinary Connections

Social Studies: History of Cinco de Mayo and Mexican-American relations, Geography and location of Mexico on a world map, Location of France on a world map, Political and cultural differences between countries

Language Arts: Universal themes in literature of good vs. evil

Texts and Resources

Children's literature: Cinco de Mayo

Digital Download of Mariachi music

Google images of traditional clothing and celebrations of Cinco de Mayo

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Oral discussion of cultural practices and differences.

Correctly identify the location of Mexico and the town of Puebla on a world map.

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit

Rubric evaluation of student-created cultural product.

Unit #9, World Language, Review

Time Period: **June**

Length: **10 days**

Enduring Understanding

Foreign language vocabulary and grammar must be used frequently and consistently in order to retain content knowledge.

Essential Questions

What important information have I learned this year?

New Jersey Student Learning Standards

FL.PK-12.7.1.NM.A.A	The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
FL.PK-12.7.1.NM.A.B	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
FL.PK-12.7.1.NM.A.C	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
FL.PK-12.7.1.NM.A.F	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
FL.PK-12.7.1.NM.A.H	Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
FL.PK-12.7.1.NM	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Student Learning Objectives

The students will:

Utilize adjectives properly.

Converse using basic conversation and vocabulary.

Identify parts of body and health conditions.

Telling time orally and in writing.

Instructional Activities

Students play a year-end review Jeopardy style or board game

Student drag and drop year-end review vocabulary into different categories on the smart board to categorize topics they've learned

Vocabulary bingo

Ball toss game with review questions

Interdisciplinary Connections

Science: Health and weather vocabulary and meanings

Texts and Resources

Teacher created smart board vocabulary categorizing activity

Review game (Jeopardy/Who Wants to Be a Millionaire, board game, etc)

Online resource: www.quia.com

Assessment

Formative assessments

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of accuracy in smart board matching/categorizing activity

Teacher observation during asking/answering of questions and discussions related year-end review

Summative assessments

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Poster, project, skit