EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**4th Grade Spanish**

Length of Course: Full Year

Elective / Required: N/A

Schools: Dr. Joyanne D. Miller School

Student Eligibility: Grade 4

Credit Value: N/A

Date Approved:

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| This curriculum guide was prepared by:  **I**velisse Malcún, Dr. Joyanne D. Miller School  Coordinated by: Dr. Michele Schreiner - Supervisor of World Languages |  |
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**DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

**WORLD LANGUAGES - PHILOSOPHY**

The acquisition of a second language is essential in the 21st century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

**WORLD LANGUAGES – STATEMENT OF PURPOSE**

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students’ communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students’ success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21st century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

**INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

**EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township’s curriculum guides.

**GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?**

**WHAT IS UNDERSTANDING BY DESIGN?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *“stuff”* upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

**INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

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| **Unit Name: Hispanic Heritage Month 4th Grade Unit  Author: Ivelisse Velazquez-Malcun** |
| **SET-UP** |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: | **Grade 4** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Dr. Miller Elementary School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT SUMMARY** |
| This unit will introduce students to various role models, of Hispanic descent, in different areas of work and industries each year. Students will understand the value and importance of the contributions made by people of Hispanic heritage to our society. Students will listen to, read or watch videos with biographical information and will be able to utilize that information to describe the different role models, using simple phrases and/or sentences in Spanish. Students will also review their geography in order to be able to locate the countries of heritage on a world map. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT RESOURCES** |
| **Printed Materials:**  Books   * **4th Grade*/¡Azúcar!*** By Ivar da Coll |
| **Resources:**   * Internet * Wikipedia * Youtube converted videos * Teacher tube * Worksheets |
|  |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **STAGE ONE** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| Standard State: NJ  NJ.7.1. World Languages: 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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  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.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  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.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| **UNDERSTANDINGS** |
| I will understand that...   * People from those cultures can and do make important contributions to our society. * There are Hispanic role models from all areas of life. * I can use prior knowledge and observe visual clues from a speaker in order to help me understand what I see, hear and read in Spanish. |
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| **ESSENTIAL QUESTIONS** |
| * What is a role model? * Who are some Hispanic role models? * How can I better understand what I see, hear and read in Spanish? |
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| **KNOWLEDGE AND SKILLS** |
| **Knowledge:**  **Students will know-**   * The name and profession of each role model featured during the unit. * The countries from which each role model or his/her family comes and their location on the world map.   **Skills:**  **Students will be able to-**   * Identify each role model presented in the unit by name and country they represent. * Identify the countries of heritage for the role models and locate the countries on a map. * Identify the names of several different professions in Spanish. * Describe a role model with simple oral and written sentences in Spanish. * State likes and dislikes regarding each role model. |
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| **STAGE TWO** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **PERFORMANCE TASKS** |
| **Title:** Celia Cruz  **Interpretive Assessment:**   * Listen to biographical information, take notes and make meaning of the information to understand who the role model is, what he/she is like, where he/she is from, what his/her contribution is and the importance of his/her contribution.   **Interpersonal Assessment:**   * Identify and state the name of the role model, his/her profession, country of heritage and the location of the country on a world map.   **Presentational Assessment:**   * A culminating activity or project where the students create a poster, collage, power point, or other type of creative presentation, in which they introduce information and speak about the role model that has been discussed in class, or present and speak about a new role model which the student has researched.   **4th Grade - Los Zapatos de Celia or Las Pelucas de Celia**   * Students will design, draw, color and present a new pair of shoes or a new wig for Celia Cruz (alternating every year). Students will write several sentences describing the new shoes or wig, and will have to present their creations to the class in Spanish. Students must take into account Celia’s personality, "On Stage" persona, and life and career events. |
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| **OTHER EVIDENCE** |
| * Speaking assessments with partners * Reading comprehension task * Homework * Presentation project   Student "Can Do" statements:   * I can listen to, read and watch simple biographical information about a person, in Spanish, and I can make meaning of it. * I can identify various Hispanic role models and state their countries of heritage. * I can locate various Hispanic countries on a world map. |
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| **STAGE THREE** |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **LEARNING ACTIVITIES** |
| **Week 1:**  *Objective- SWBAT state the name, profession and country of heritage of the role model featured. SWBAT locate the country of heritage on a world map.*  *Activities- Introduce the role model via a biographical video, book or other medium. Discuss biographical and geographical information associated with the featured person. Introduce descriptive vocabulary in order to practice writing and stating simple descriptive sentences about the person in Spanish.*   * *Use individual and pair practice oral exercises to practice describing and speaking about the role model.* * *Locate the country of heritage on a world map in class. Draw and color the country of heritage on construction paper.* * *Draw and color a picture of the role model and write three simple, teacher-guided sentences about him/her. DI- Students will receive a handout with the pattern for the sentences. They will copy one sentence practiced in class.*   **Week 2:**  *Objective- SWBAT locate the country of heritage on a world map.*  *Activities- Demonstrate and state the name of the country on a map. Introduce the country of heritage in more detail to students.*   * *Show a power point presentation about the country of heritage. Discuss information. Students work and answer questions on a worksheet.*   **Week 3:**  *Objective- SWBAT retell the life story of the featured role model. SWBAT place the life and career events of the role model in sequence.*  *Activities- Introduce the story/book of the role model. Discuss the profession and important life/career events.*   1. *Read a short life story/book about the featured role model. (Use TPR where possible).* 2. *Have students practice placing the story events in sequence and retell the story. (worksheet, group reading, oral retelling, pair practice).*   **Week 4:**  *Objective- SWBAT design and create a visual about the featured role model and describe it in Spanish.*  *Activities- Introduce descriptive vocabulary for the creation of simple sentences in Spanish. Students design and create an item associated with the role model.*   * *4th Grade - Los Zapatos de Celia or Las Pelucas de Celia -Students will design and create a new pair of shoes or a new wig for Celia Cruz (alternating each year). Students will use simple sentences to describe the item created.*   **Week 5:**  *Objective- SWBAT present and describe a visual item about the role model, in Spanish, to classmates.*  *Activities- Oral presentations in class.*   * *Students present their creations and describe them to their peers in class, in the target language.*  |  | | --- | | **Unit Name: Mis Primeras Palabras/ El Regreso a la Escuela 4to Grado  Author: Ivelisse Velazquez-Malcun** | | **SET-UP** | | http://ubdexchange.ascd.org/../images/general/shim.gif | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: | **Grade 4** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Dr. Miller Elementary School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | | | http://ubdexchange.ascd.org/images/general/shim.gif | | **UNIT SUMMARY** | | This unit will focus on the return to school. In this unit students will be introduced to the Spanish-speaking countries of the world, basic greetings and salutations in Spanish, immediate family member names, asking and answering simple questions in Spanish (¿Cómo se escribe?, ¿Cómo se dice?, greetings questions). Students will also be introduced to numbers 1-31, Days of the Week, Months of the Year, stating birthdays and favorites in Spanish, simple commands and basic classroom objects. All the topics will be covered under the umbrella of the students’ return to school. | | http://ubdexchange.ascd.org/images/general/shim.gif | | **UNIT RESOURCES** | | **Printed Materials:**   * Cultural songs and games "Buenos dias", "Primero de Enero" * Internet * Youtube converted videos * Worksheets * Power point presentation | |  | |  | | http://ubdexchange.ascd.org/../images/general/shim.gif | | **STAGE ONE** | | http://ubdexchange.ascd.org/../images/general/shim.gif | | **GOALS AND STANDARDS** | | Standard State: NJ  NJ.7.1. World Languages: 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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  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.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  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.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). | | http://ubdexchange.ascd.org/images/general/shim.gif | | **UNDERSTANDINGS** | | * I can use prior knowledge and observe visual clues from a speaker in order to help me understand what I see, hear and read in Spanish. * I can talk about things that I have practiced in and out of the classroom. * I can communicate in a new language with simple vocabulary and gestures related to my return to school and topics associated with it. | | http://ubdexchange.ascd.org/images/general/shim.gif | | **ESSENTIAL QUESTIONS** | | * How can I better understand what I hear and read when I have just begun learning a new language? * What tools can I use to talk to someone in another language to help them understand me, when I am just starting to learn a new language? * How can I utilize basic vocabulary to communicate in Spanish about things associated with my return to school? | | http://ubdexchange.ascd.org/images/general/shim.gif | | **KNOWLEDGE AND SKILLS** | | **Students will know...**   * Formal and informal greetings, how to introduce themselves, age, and how they feel. * Expressions of courtesy. Thanks, you're welcome, please, etc. * Numbers 1-31 * Days of the Week and Months of the Year * Stating birthdays and favorite day and month * Basic classroom objects * Important commands (Stand up, sit down, show me, point to, open, take out, close, write) * Culturally authentic songs and games   **Students will be able to...**   * Use basic greetings, farewells, and expressions of courtesy. * Ask questions and provide responses based on topics such as self, family and school. * Use sequenced information, such as the months, days of the week and numbers 1-31 in context (birthdays/favorites) * Make requests and express preferences using memorized words and phrases. * Sing and play culturally authentic songs and games | | http://ubdexchange.ascd.org/images/general/shim.gif | | **STAGE TWO** | | http://ubdexchange.ascd.org/../images/general/shim.gif | | **PERFORMANCE TASKS** | | **Title:**Interpersonal Assessment/Greetings Conversation  **Interpersonal Assessment:**    Your Spanish teacher sees you in the hallway. You want to impress her with how much Spanish you have already learned. Your teacher greets you to start the conversation. Continue the conversation by responding appropriately to the greeting and to any questions your teacher may ask you. Be sure to greet your teacher, introduce yourself, use an expression of courtesy, and a good bye.    **Title:**Interpretive Assessment   Listen and repeat simple vocabulary used in basic questions. Utilize vocabulary and concepts to show understanding.    **Title:**Presentational Assessment - Personal Introduction Exercise  Students will introduce themselves in Spanish by giving basic information about themselves. Students will also introduce some family members and their ages. | | http://ubdexchange.ascd.org/images/general/shim.gif | | **OTHER EVIDENCE** | | * Speaking assessments with teacher and classmates * Reading comprehension exercise * Homework * Presentation project | | http://ubdexchange.ascd.org/images/general/shim.gif | | **STAGE THREE** | |  | |  | | **Learning Activities/ Weekly Pacing Guide:**  **Week 1:**Objective: SWBAT say Hi or Hello in Spanish and state the appropriate greeting for the time of the day. SWBAT greet one another and different Spanish-speaking countries of the world.  Activities- Introduce the basic greetings in Spanish for the times of day and introduce the 21 Spanish-speaking countries of the world in a oral practice exercise, using an authentic Spanish song.   * Students will be introduced to greetings for each time of day with TPR exercises. * Students will practice basic greetings for each time of day in a pair practice exercise. * Students will practice vocabulary using authentic songs.     **Week 2:**Objective: SWBAT ask and answer the questions "¿Cómo estás? and ¿Cómo te llamas?"  SWBAT state the names of their family members.  Activities - Review the greetings for each time of the day. Introduce the two simple greetings questions and appropriate answers to each. Introduce the names of immediate family members in Spanish.   * Students will listen to, write and repeat new vocabulary. * Students will practice the questions and answers to each question by doing a Circle Time oral exercise.     **Week 3:** Objective: SWBAT ask and answer the questions "¿Cómo estás? and ¿Cómo te llamas?" SWBAT sing the "Buenos Días" song in Spanish. SWBAT state the names of their family members.  Activities - Review the two simple greetings questions and appropriate answers to each. Review the names of immediate family members in Spanish.   * Students will practice the questions and answers to each question by doing a pair practice exercise. * Students will learn and sing the Buenos Días song.   **Week 4:**Objective: SWBAT ask and answer the question "¿Cuántos años tienes?"  SWBAT identify, name and count the numbers 1-10 in Spanish. SWBAT sing an authentic song to practice numbers  Activities- Introduce numbers 1-10 in Spanish through a game focused on drill practice (Salta la Cuerda). Introduce one more greetings question and its corresponding answer.   * Students will practice the numbers by asking the age question of each other in a group practice exercise. * Students will practice numbers by counting as they jump rope. * Students will practice numbers 1-10 by singing the Amigos song. * Students will review numbers 1-10 by completing a worksheet.   **Week 5:**Objective: SWBAT identify and name numbers 11-20 in Spanish. SWBAT write and present a short paragraph where they introduce themselves and some members of their family.  Activities - Students will write their introductory paragraph in class and practice presenting themselves to other classmates.   * Students will write short teacher-guided sentences in class to create a paragraph with basic personal information. * Students will draw and color a picture of the family members discussed in the paragraph. * Students will present their written paragraphs to each other.   **Week 6:**Objective: SWBAT identify and name the days of the week in Spanish. SWBAT review numbers 1-20 in Spanish.  Activities- Introduce the days of the weeks. Review numbers 1-20 in Spanish.   * Students will practice the names of the days of the week by singing one authentic song. * Students will practice recognizing the days of the week by playing a game of Flyswatter and ¿Cuál Falta? * Students will practice identifying numbers 1-20 by playing a game with the individual whiteboards (Escribe el número once, etc...). * Students will practice numbers 1-20 by completing a homework sheet.   **Week 7** Objective: SWBAT review the days of the week. SWBAT place the days of the week in the correct order in Spanish.  SWBAT review  and name numbers 1-20 and mention numbers 21-31.  Activities- Review the days of the week and review numbers 1-20 with games and drills.   * Review the first song of the days of the week and introduce the second one. Practice the days of the week with the movements associated with the song. * Practice the numbers 1-20 by counting bins full of classroom objects. (Circle Time format) * Practice the numbers 1-20 in Spanish by playing a game of Concentración.   **Week 8** Objective: SWBAT identify and name the basic classroom objects in Spanish. SWBAT ask simple questions to request a classroom object.  Activities- Introduce the names of the basic classroom objects (el lápiz, el borrador, el sacapuntas, el cuaderno, la carpeta/el cartapacio). Introduce simple questions to request a classroom object.   * Students will identify and name the five classroom objects in Spanish by practicing TPR movements for each object. * Students will practice the names of each object by playing and oral game of Circle Time. * Students will identify and write the names of the class objects in a practice worksheet.   **Week 9:**Objective: SWBAT identify and name the months of the year in Spanish. SWBAT state their favorite month.  Activities- Introduce the Months of the Year in Spanish. Introduce the concept of stating favorites.   * Students will identify months of the year by repeating the names of the months and placing the vocabulary cards in the proper order on the board. * Students will sing the song for the Months to the Macarena rhythm. * Students will complete a worksheet for the months of the year.   **Week 10:**  Objective: SWBAT recognize and name the months of the year in Spanish. SWBAT name their favorite month of the year.  Activities- Review the months of the year.   * Students will play games to review the months of the year (matching, whiteboard games, place in order, Concentración) * Students will sing a second authentic song for the months of the year (Canción de San Fermin- Primero de enero...). * Students will fill in a calendar template of their favorite month with the name of the month, days of the week and numbers 1-31, as the culminating activity for the unit. | | **Unit Name: David Se Mete En Líos  Author: Ivelisse Velazquez-Malcun** | | | **SET-UP** | | | http://ubdexchange.ascd.org/../images/general/shim.gif | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: | **Grade 4** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Dr. Joyanne D. Miller Elementary School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | | | | http://ubdexchange.ascd.org/images/general/shim.gif | | | **UNIT SUMMARY** | | | (Character Education Unit)  This unit will encourage students to speak about the importance of telling the truth and assuming responsibility for their actions. It is a character education unit based on the Scholastic book, *David Se Mete En Líos*, by David Shannon. Students will speak about feelings in Spanish, lying versus telling the truth, making excuses and having the courage to take responsibility and facing the consequences for our choices. | | | http://ubdexchange.ascd.org/images/general/shim.gif | | | **UNIT RESOURCES** | | | **Printed Materials:**  Books, ***David Se Mete En Líos***, by David Shannon (1 copy per pair) | | | **Resources:**   * Internet * Wikipedia * Youtube converted videos * Teachertube * Worksheets * Power point presentations | | | **Internet Resource Links:** | | | http://ubdexchange.ascd.org/../images/general/shim.gif | | | **STAGE ONE** | | | http://ubdexchange.ascd.org/../images/general/shim.gif | | | **GOALS AND STANDARDS** | | | Standard State: NJ  NJ.7.1. World Languages: 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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  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.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  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.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). | | | http://ubdexchange.ascd.org/images/general/shim.gif | | | **UNDERSTANDINGS** | | | *I will understand that*…   * Lying and making excuses are not good choices when I have a problem. * It is important to take responsibility for my actions, no matter the consequences. * I can use prior knowledge and context clues, in order to help me understand what I see, hear and read in the target language. | | | http://ubdexchange.ascd.org/images/general/shim.gif | | | **ESSENTIAL QUESTIONS** | | | *Interpretive:*   * What is lying and why is it a bad choice? * How does taking responsibility for my actions make me a better person? * How can I better understand what I see, hear and read in Spanish? | | | http://ubdexchange.ascd.org/images/general/shim.gif | | | **KNOWLEDGE AND SKILLS** | | | *Knowledge:  Students will know-*   * How to use feelings vocabulary in the target language.(Feliz, triste, asustado, enojado, avergonzado, arrepentido, orgulloso) * The importance of being truthful and taking responsibilty for our actions, no matter the consequences or the culture.   *Skills:  Students will be able to-*   * Identify and state the main character and problem in a story. * Describe simple events and place them in the correct sequence. * Utilize simple guided sentences to state a situation in their own lives and how they chose to deal with it. * Tell how they feel and how the main character feels in various situations. | | | http://ubdexchange.ascd.org/images/general/shim.gif | | | **STAGE TWO** | | | http://ubdexchange.ascd.org/../images/general/shim.gif | | | **PERFORMANCE TASKS** | | | **Title:**Mi Historia de David  *Presentational Assessment:* Retell the story using visuals and simple guided-sentences in the target language. Students will create their own 4 minute story about David and present and tell it in class using simple guided sentences in the target language. Each group has the potential of presenting a different story with a different way of handling each event and a different lesson. Students will describe their stories using simple vocabulary learned during the unit. Students will be able to compare and acknowledge the importance of making the right choices and telling the truth. | | | http://ubdexchange.ascd.org/images/general/shim.gif | | | **OTHER EVIDENCE** | | | * Speaking assessments with partners * Reading comprehension task * Vocabulary identification and usage exercises * TPR assessment * Presentation project Student “Can Do” statements: * I can listen to and read a simple story, in Spanish, and I can make meaning of it. * I can identify the main characters and problems in a story and use simple phrases and sentences, in the target language, to describe them. * I can make good choices, keeping in mind the importance of taking responsibility for my actions, no matter what the consequences or culture. | | | http://ubdexchange.ascd.org/images/general/shim.gif | | | **STAGE THREE** | | | http://ubdexchange.ascd.org/images/general/shim.gif | | |  | | | **Learning Activities/Weekly Pacing Guide:**    **Week 1:**    Objectives- **SWBAT** state what they think is a lie and why it is a bad choice. **SWBAT** discuss the importance of taking responsibility for one's actions.    New vocabulary –   |  |  | | --- | --- | | Decir la verdad | Decir mentiras | | Inventar excusas | Me siento bien | | Me siento mal |  |   Activities- Introduce new vocabulary and have students come up with a visual that depicts the vocabulary words.  · Discuss the meaning of a lie and telling the truth.  · Have students draw a picture of how they feel when they tell a lie and how they feel when they tell the truth.    **Week 2:**    Objective- **SWBAT** listen to a short story (David Se Mete En Líos), in the target language, and make meaning of the story.    New vocabulary – Story words   |  |  |  | | --- | --- | --- | | Culpa | Meter | Fue sin querer | | Olvidar | Dar | Comer la tarea | | Pero | Caer | Tener hambre | | Perdón | Fuí | No fuí | | Lo siento |  |  |   Activities- Introduce new vocabulary from the story, using TPR techniques. Students will listen to and follow reading a short story in the target language. Students will utilize book illustrations and context clues to make meaning of the story.  · Have students learn new vocabulary by practicing TPR gestures.  · Have students listen to the story in the target language, and identify and describe the main character of the story.    **Week 3:**    Objective- **SWBAT** listen to a short story (David Se Mete En Líos), in the target language, and make meaning of the story.    New vocabulary – Actions in story   |  |  |  | | --- | --- | --- | | Meter | Escribir | Patinar | | Tumbar | Romper | Comer | | Olvidar | Hacer | Dañar | | Halar/Abusar | Derramar | Decir | | Eructar | Dormir | Llorar | | Pedir | Atormentar | Torturar | | Perdonar | Querer |  |     Activities- Introduce new vocabulary from the story, using TPR techniques. Students will listen to and follow reading a short story in the target language. Students will utilize book illustrations and context clues to make meaning of the story.  · Have students pinpoint the problem with the main character in the target language. (David dice mentiras, David no dice la verdad, David inventa excusas, David no es responsable, David es travieso).    **Week 4:**    Objective- **SWBAT** listen to the short story again, in the target language, ask and answer simple questions about the story and create story event pictures.    Activities- Listen to the story again in the target language. Work in pairs to create story event pictures and story cards.  · Have students work in pairs to draw a picture of a specific event in the story. One student draws the picture and colors it, and the other student will make a story card with the words (vocabulary) that go with the picture.  · Work in pairs to ask and answer each other, ¿Qué pasa aquí? (What’s happening here?)    **Week 5:**    Objective- **SWBAT** listen to the short story again, in the target language, ask and answer simple questions about the story and place event pictures and story cards in the correct story sequence.    Activities- Listen to the story again in the target language. Work as a class to use the event pictures and story cards, created previously, as manipulatives and place them in the correct story sequence order.  · Have students practice asking and answering simple questions about the story with each other.  · Have students tell each other the story events using the pictures drawn before.  · Class can play a game where the picture event and story cards are placed on the floor, out of order, in two piles. Teams compete to place the pictures and story cards in the correct sequence on the board and retell the story using each picture and corresponding story card. If they get stuck, or are wrong, the other team gets to continue the story from the place that the first team left off. Each picture card in the correct sequence, with the correct retell attached to it, will earn the team a point.      **Week 6:**    Objective- **SWBAT** listen to the short story again in the target language. **SWBAT** identify and state how the main character feels about his actions and how he would feel if he made a different choice and took responsibility for his actions.    New vocabulary –   |  |  |  | | --- | --- | --- | | Feliz | triste | asustado | | enojado | avergonzado | arrepentido | | orgulloso | satisfecho |  |   Activities- Listen to the story again in the target language. Use simple sentences to discuss and describe their feelings about the story and the main character’s actions.  · Have students practice identifying pictures of events in the story and state how they think the main character feels about his actions.  · Have students write simple guided sentences about the story and David’s choices.    **Week 7:**    Objective- **SWBAT** work as table groups and create picture cards for 5 story events. **SWBAT** create their own 4 minute story, with their own story cards and showing how David handles each event, whether he chose to lie or say the truth and assume the consequences.        Activities- Students will work as groups and create their own 4 minute stories about David, using five events from the book. It is up to the students to decide what course of action David takes for each event and how he learns, grows and makes better choices with each experience. Groups will create their own storyboards and story cards and present and tell their story in class. Each group can potentially present a different story, with a different lesson to it.  · Have students create their stories using five events from the book.  · Have students draw pictures and create story cards for each event chosen.  · Have students create their own way in which David deals with each event.  · Have students practice telling their story in group.      **Week 8:**    Objective- **SWBAT** present the pictures and storyboard for their group 4 minute story in class. **SWBAT** tell their story as they show their pictures and discuss the lesson to their story using simple sentences in the target language.    Activities- Students will work as groups and present, show and tell their own 4 minute story about David.  · Have each group present their story in class.   |  | | --- | | **Unit Name: Esta Es Mi Familia  Author: Ivelisse Velazquez-Malcun** | | **SET-UP** | | http://ubdexchange.ascd.org/../images/general/shim.gif | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: | **Grade 4** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Miller Elementary School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | | | http://ubdexchange.ascd.org/images/general/shim.gif | | **UNIT SUMMARY** | | This unit will encourage students to speak about their families. Students will utilize the target language to describe each member of their family, both physically and character wise. Students will compare families in the United States and families of Latin countries, and discuss important traditions and values in each culture. | | http://ubdexchange.ascd.org/images/general/shim.gif | | **UNIT RESOURCES** | | **Printed Materials:**  Printed Materials:   * Magazine pictures * Children’s books – Hermana, Hermana by Anne Sibley O’Brien | | **Resources:**   * Internet * Wikipedia * Youtube converted videos * Teachertube * Worksheets * Power point presentations | | http://ubdexchange.ascd.org/../images/general/shim.gif | | **STAGE ONE** | | http://ubdexchange.ascd.org/../images/general/shim.gif | | **GOALS AND STANDARDS** | | NJ.7.1. World Languages: 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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  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.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  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.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). | | http://ubdexchange.ascd.org/images/general/shim.gif | | **UNDERSTANDINGS** | | I will understand that…   * Families are an important part of every person, no matter what the cultural background and what constitutes a family may be different for each person. * There are many similarities and differences amongst families in the United States and families in Latin countries, both in the family make-up and the cultural traditions and values of each one. | | http://ubdexchange.ascd.org/images/general/shim.gif | | **ESSENTIAL QUESTIONS** | | * What constitutes a family and how does my idea of family compare with the idea of family in Hispanic countries? * Who are the members of my family? What is my family make-up? | | http://ubdexchange.ascd.org/images/general/shim.gif | | **KNOWLEDGE AND SKILLS** | | Knowledge:  Students will know-   * Family vocabulary * Physical and personality descriptions * 1-2 facts about the importance of the immediate and extended family in the Latin culture. * 1-2 similarities and/or differences amongst families from the United States and families from Latin countries.   Skills:  Students will be able to-   * Identify each family member by their correct name in Spanish. * Describe family members, both physically and character-wise, utilizing simple oral and written sentences in the target language. * Identify the similarities and differences amongst the American and Latin cultures, in terms of the family and its importance in each culture. | | http://ubdexchange.ascd.org/images/general/shim.gif | | **STAGE TWO** | | http://ubdexchange.ascd.org/../images/general/shim.gif | | **PERFORMANCE TASKS** | | **Title:**Esta Es Mi Familia  (Formative Assessments)  Interpretive Assessment:  Listen to short paragraphs describing family members, make meaning of the information and identify those mentioned.  Interpersonal Assessment:   * Ask and answer questions about your family with a partner.   Presentational Assessment:   * Students will bring in a picture of their family (immediate or extended) or draw a picture of their family, and describe each member in the picture to others, both orally and in writing, applying the vocabulary and concepts introduced in class, in the target language. Descriptive vocabulary should include the correct names of the different family members, in the target language, physical and personality characteristics, colors and numbers, as appropriate according to differentiated instruction methods. Project title - Esta Es Mi Familia | |  | | **OTHER EVIDENCE** | | * Speaking assessments with partners * Listening comprehension task * Vocabulary identification and usage exercises * Presentation project   Student “Can Do” statements:   * I can listen to, read and watch simple informational pieces about a family, in Spanish, and I can make meaning of it. * I can identify different family members in the target language and use simple phrases and sentences to describe them. * I can state some similarities and differences amongst families from the United States and those from Latin cultures, in the target language. | | http://ubdexchange.ascd.org/images/general/shim.gif | | **STAGE THREE** | | http://ubdexchange.ascd.org/images/general/shim.gif | | **LEARNING ACTIVITIES** | | **Week 1:**  Objective- **SWBAT** identify and name the members of their family utilizing the correct names in Spanish. **SWBAT** ask and answer the question “¿Quien es éste/ésta”? (Who is this?) in Spanish. SWBAT match the name and correct visual aid of each family member in Spanish.  New vocabulary –         La familia             La madre,  la mama               El padre,  el papa                El hijo                                       La hija                 El abuelo                                 La abuela            Yo         Activities- Introduce new vocabulary using visual aids and picture handouts. Listen to the story titled Hermana, Hermana by Anne Sibley.   * Distribute a picture handout with visual aids of the members of the family. Students will identify each member by writing the correct name in Spanish under the picture. * Students will also practice spelling the identifying names of family members by writing them 3 times each in their notebooks. (Another idea for this is to have students draw a picture of each member of their family on a formatted sheet of paper and write the identifying name under their picture.) * Students will practice identifying each family member by playing the “Flyswatter game”.   **Week 2:**  Objective- **SWBAT** correctly identify and name family members in Spanish.     Activities- Students will utilize manipulatives to ask each other “¿Quien es éste/ésta”?-“Este/Esta es el/la \_\_\_\_\_\_\_\_\_\_\_”.   * Students will work in groups to practice asking and answering the question of the day. Each group will rotate the visual aid of a member of the family and ask and answer the question. (Circle practice). * Students will practice identifying each member of the family correctly by playing “Which One is Missing?” (Pictures are on board and we have kids put their heads down. When heads are up, teacher asks: “¿Cuál falta”? Students call out the name of the family member missing from the board, in the target language.)   **Week 3:**  Objective- **SWBAT** utilize the possessive “Mi” (1st person) to describe the members of their family in Spanish and “Su” (3rd person) to describe members of other classmates’ families. **SWBAT** ask and answer the question “¿Quien es éste/ésta”? – “Este/Esta es mi \_\_\_\_\_\_\_\_\_\_\_\_\_”. and “Este/Esta es su \_\_\_\_\_\_\_\_\_\_\_\_”.     New vocabulary –         Mi                       Su                                        El hermano         La hermana                                         El padrastro        La madrastra                                        El hermanastro   La hermanastra         Activities- Students will draw a picture of each member of their family and introduce each member to a classmate in Spanish. Students will practice asking and answering the question of the day with two other classmates.   * Students will sit in groups of three and practice introducing and identifying each others’ family members using 1st and 3rd person descriptions: “Este es mi padre. Ese es su padre. Mi padre se llama Juan. Su padre se llama Pedro”. * Students will also write these statements into simple sentences in Spanish, through guided writing practice. * Students will review the correct names of the family members studied so far, by playing a game of “Busca”. Students look through the classroom for the picture of the member stated in Spanish by the teacher.   **Week 4:**  Objective- **SWBAT** ask and answer the question “¿Cómo es tu familia”? by utilizing simple vocabulary to describe their family, the specific number of members in their family, and listing them correctly.  New vocabulary -          Hay                      Tiene                                        Numeros 1-10    Miembros (cognado)                                        Grande                Pequena                       Mediana                           Activities- Students will utilize the new question and vocabulary to practice describing how big or small their family unit is, how many members there are in their immediate family and list them.   * Students will participate in a guided writing exercise where they describe how big or small their family unit is, how many members there are in their family and list them correctly in Spanish – “Mi familia es (**size adjective here**). Hay (**number here**) miembros en mi familia: mi (**family member identifier here**), mi  (**family member identifier here**), etc…” (ie: “Mi familia es grande. Hay 7 miembros en mi familia: mi padre, mi madre, mi abuela, mi hermano Juan, mi hermano Pedro, mi hermano Jose y yo”. OR  “Mi familia es grande. Hay 7 miembros en mi familia: mi padre, mi madre, mi abuela, mis 3 hermanos y yo”). * Students will form groups of five and practice introducing their family and describing it orally to other members of the group. * Students will also practice describing another classmates’ family by using 3rd person conversation.   (“La familia de Armando [Su familia] es grande. Hay 7 miembros en su familia: su padre, su madre, sus 3 hermanos y el/ella [or Armando]”).   **Week 5:**  Objective- **SWBAT** review the names of the colors in Spanish. **SWBAT**  identify and name two body parts in Spanish, and describe their color appropriately in the target language.          New vocabulary –    Los colores     el pelo- rubio, negro, rojo (pelirrojo/a), cafe                                         Los ojos, El cabello                                       El,    Ella                                                                                                 Activities- Students will fill and color in a handout with the colors and their names in Spanish. Students will also fill in colors and names of the body parts studied in class, in a provided handout.   * Students will create a document that depicts each color and its proper name in Spanish. This document will serve as their color key. * Students will work in pairs to practice identifying the eyes and hair in Spanish and how to describe their color correctly in Spanish. * Students will be divided into pairs and receive a magazine picture each. Students will use the new vocabulary to describe the people in the picture to each other. (“El tiene ojos color azul. El tiene pelo color negro. Ella tiene ojos color café y cabello rubio”). Students will trade pictures in their groups and practice oral descriptions of the people in the pictures. * Students will receive one magazine picture each and write a two sentence description of the people in the picture, in the target language. (This activity can be changed to be technology driven by using a power point presentation for students to work with in class. The use of a starboard can also give this activity an interactive element, by having students come up and circle the body parts and desribe the color of the circled body parts, circle and identify the names of family members in pictures, etc…)   **Week 6:**  Objective- **SWBAT** identify and use simple adjectives to describe physical and personality traits of their family members. **SWBAT** ask and answer the question “¿Cómo es tu (insert name of family member here)”? (¿Cómo es tu padre? Mi padre es alto. Mi padre tiene ojos color azul. Mi padre tiene pelo rubio. Mi padre es cómico.)       New vocabulary -     Alto/a                            Bajo/a                                    Delgado/a                     Gordo/a                                    Bueno/a                        Cariñoso/a                                    Cómico/a                      Serio/a Estricto/a                       Alegre                            Inteligente                Amable    Activities- Students will practice writing simple descriptive sentences Describing their family members in terms of physical and personality traits. Each family member will need to be described with at least four sentences.   * Students will work individually to write sentences describing their family members. * Students will practice asking “¿Cómo es tu (insert name of family member here)”? and describing their family members orally to a partner.   **Week 7: Culminating Activity/Project**  Objective- **SWBAT** write a short description of their family in the target language.     Activities- Students will bring in a picture of their family (at least 4-6 members in the picture) and describe them in writing, using the unit vocabulary.  Students will create a photo/drawing memento with a written description underneath the picture. Picture and written description will be glued onto colored construction paper.   * Students will work individually to write sentences describing their family members in the picture, both physically and personality-wise. * Students will use class time to work on their culminating activity/project.   **Week 8/9: Culminating Activity/Project**  Objective- **SWBAT** describe their family to the class, orally, in the target language.    Activities- Students will present their family project and describe it orally to the class, in the target language. | | | |

**Curriculum Resources - Differentiated Instruction**

**Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions  
Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

**English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)  
[www.nj.gov/education/bilingual/pd/**fabric**/**fabric**.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students  
<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

**Gifted and Talented Interventions in Regular Education**

*Resources:*  
Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page  
<http://www.hoagiesgifted.org/programs.htm>

**21st Century Learning**

*Resources:*

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)  
<http://www.nj.gov/education/cte/hl/CRP.pdf>