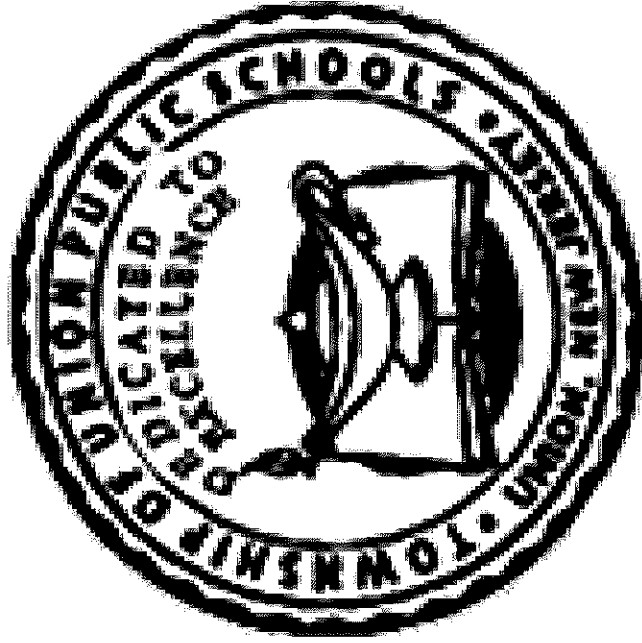


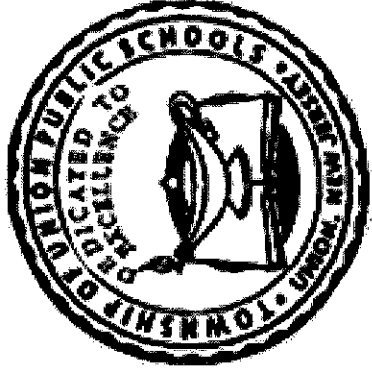
TOWNSHIP OF UNION PUBLIC SCHOOLS



Elementary Spanish Fourth Grade

Curriculum Guide

Curriculum Guide Approved June 2015



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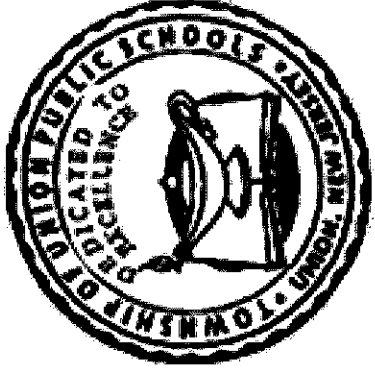
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Elementary Spanish Fourth Grade

Curriculum Committee Members

**Gina Lisa-Fernandez
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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

Students will be exposed to this Hispanic culture through an understanding of Spanish vocabulary. Spanish instruction at the elementary school level provides students with an exposure to thematically organized vocabulary, simple grammar structures, and cultural elements that serve as the foundation for more rigorous formal instruction at the middle and high school levels. Spanish lessons at the elementary school level are designed to afford students an opportunity to acquire confidence in speaking and writing simple Spanish words and phrases, and recognizing these words and phrases when they are spoken. Some lessons develop students' language skills in a recursive manner, as they provide cumulative reinforcement of previously introduced material.

Designated units are identified for each grade level to permit the spiraling and reinforcement of skills leading to proficiency. By the end of Grade 5, students will have acquired a basic set of thematically-based vocabulary and idioms to discuss basic daily events, ask and respond to simple questions, greet people, identify school-based locations, and understand calendar and number words. The curriculum aims to engage students in authentic communication while developing their appreciation of a different cultural medium. Instruction reinforces language concepts in creative and dynamic ways that support ongoing language acquisition and a respect for diverse cultural practices by using various audio and visual materials. Students develop basic writing skills through workbook exercises and simple note taking that strengthen their ability to synthesize language and apply it in new contexts. Spanish instruction is aligned with the New Jersey World Languages Core Curriculum Content Standards.

Recommended Textbooks

Muzzy, The BBC Language Course for children
WWW.early-advantage.com

English/Spanish Dictionary

Course Proficiencies

Students will be able to...

- **Express greetings and farewells in the target language**
- **Show understanding of new vocabulary by responding to commands**
- **Ask and respond to questions and commands in Spanish**
- **Talk about what classes they are taking**
- **Express likes and dislikes**
- **Recognize the days of the week and the months of the year in Spanish**
- **Identify the different items in a classroom**
- **Recognize and name body parts**
- **Name the members of the family**
- **Express awareness of different Latin American Holidays**
- **Categorize clothing according to the seasons**

Curriculum Units

Unit 1: Greetings Unit 2: School Items

Unit 3: Days of the week/Months Unit 4: Family

Unit 5: Body parts Unit 6: Seasons/clothing

Pacing Guide-Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Greetings and Farewells</u>	6
<u>Unit 2: Days of the week/Months</u>	6
<u>Unit 3: Schools Items</u>	4
<u>Unit 4: Family</u>	7
<u>Unit 5: Body parts</u>	6
<u>Unit 6: Seasons/clothing</u>	7

Unit 1 Greeting and Farewells

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> - Why is important to speak another language in the United States besides English? - How can we greet people? - Can I give the same greeting for the whole day? - Can I use the same greeting for everybody? - If I greet my friend's mother as I greet him/her, Would I be disrespectful? - Do I need to have different farewells according to the time of the day? - Do I need to have different farewells for different people? - How do people greet and give farewells in Latin Countries? 	<ul style="list-style-type: none"> - Greet people according to: <ul style="list-style-type: none"> - Time of the date: <ul style="list-style-type: none"> - Good morning (Buenos Días) - Good afternoon (Buenas tardes) - Good evening (Buenas noches) - Age and status <ul style="list-style-type: none"> - How are you? - Familiar greeting (¿Cómo estás?) - Respectful greeting (¿Cómo está?) - Use other greeting <ul style="list-style-type: none"> - Hello (hola) - What's up? (¿Qué tal?) - Use the expression <ul style="list-style-type: none"> - I am "yo soy vs. yo estoy" - Give the right farewell <ul style="list-style-type: none"> - Adiós - Hasta mañana 	<ul style="list-style-type: none"> - Use the Smart board - Group activities - Paired activities - Practice - Practice farewells - Muzzy activities - Watch a video that depicts the greeting and farewells in Spain 	<ul style="list-style-type: none"> - Teacher observation - Oral repetition - Self-assessment - Oral response to questions - Group participation - Pair participation <ul style="list-style-type: none"> - greeting according to time and age - Worksheets - Formative assessments

- Hasta luego
- Nos vemos
- Hasta pronto

- Use the expression I am "soy..."

- intelligent (inteligente)
- tall (alto/a)
- American (americano/a)
- a boy (un chico, un niño
un muchacho)
- a girl (una chica, una niña,
una muchacha)

Unit 2 Days of the week and months/ Calendar and birthdays

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> - What's today's date? - What month are we in? - When is your birthday? 	<ul style="list-style-type: none"> - Identify the correct day of the week - Write and recite the numbers until hundreds - Write the year - Compare and contrast the English and Spanish calendars - Tell the day of their birthday 	<ul style="list-style-type: none"> - Partner dialogue. - The students will - review the greetings - ask questions such as: <ul style="list-style-type: none"> - what day is today? (¿Qué día e shoy?) - when is your birthday (¿Cuándo es tu cumpleaños?) 	<ul style="list-style-type: none"> - Teacher observation - Self-assessment - Oral response to questions - Group participation - Pair participation - Worksheets - Formative assessments

Unit 3 School items

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> - Which classes do you take? - Which classes do you have? - When do you take the classes? - What do you need to use in for each class? - What is the difference between the feminine and masculine article. 	<ul style="list-style-type: none"> - Use the expression "I have" "Yo tengo..." - Use the expression "I like" "me gusta..." - Use the expression "I need" "necesito..." - Difference between the use of: <ul style="list-style-type: none"> - el vs. un, and - la vs. una 	<ul style="list-style-type: none"> - Create a weekly schedule. - Create signs that identify the items around the room. 	<ul style="list-style-type: none"> - Teacher observation - Self-assessment - Oral response to questions - Group participation - Pair participation - Worksheets - Formative assessments

Unit 4: Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> - What is a family? - Who are the members of a family? - Who is the older or younger member in the family? 	<ul style="list-style-type: none"> - Name the family members? - Use the verb to be "ser" - Ask questions such as: <ul style="list-style-type: none"> - Who is your father? (¿Quién es tu papá?) - Who is your mother? (¿Quién es tu mamá?) - Are you the only child? (¿Eres hijo único/hija única?) - Use the verb to have "tener" to ask questions such as: <ul style="list-style-type: none"> - Do you have brothers or sisters? (¿Tienes hermanos o hermanas?) - Do you have older brothers or sisters? (¿Tienes hermanos o hermanas mayores?) 	<ul style="list-style-type: none"> - Use the Smart board - Create a family tree - Partner dialogue. 	<ul style="list-style-type: none"> - Teacher observation - Self-assessment - Oral response to questions - Group participation - Pair participation - Worksheets - Formative assessments

- Do you have younger
brothers or sisters?
(¿Tienes hermanos o
hermanas menores?)

Unit 5: Body parts

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>CPIs</i>)	Activities	Assessments
<ul style="list-style-type: none"> - What are the parts of the body? - How can I ask somebody if they are in pain? 	<ul style="list-style-type: none"> - Outline a human body. - Tell if they feel pain. - Ask questions such as: <ul style="list-style-type: none"> - How are you: <ul style="list-style-type: none"> - ¿Cómo está? - ¿Cómo se siente? - Do you have a headache? <ul style="list-style-type: none"> - ¿Tiene dolor cabeza? - Do you have a stomach ache? <ul style="list-style-type: none"> - ¿Tiene dolor de estómago? - Have you had fever? <ul style="list-style-type: none"> - ¿Ha tenido fiebre? 	<ul style="list-style-type: none"> - Use the Smart board - The students will draw a human body. - Muzzy Activities. - The students will identify different parts of the human body. 	<ul style="list-style-type: none"> - Teacher evaluation - Rubric - Draw a human body. - Complete the Muzzy activity. - Self-assessment. - Formative assessments

Unit 6: Seasons/clothing/transportation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> - When do the seasons change in the United States? - What kind of weather do we have in the US? - What kind of clothes should we use for each season? 	<ul style="list-style-type: none"> - Use expressions such as: How is the weather? - ¿Cómo está el tiempo? - ¿Qué tiempo hace? - Hace calor - Hace frío - Hace fresco - Describe the different seasons - Identify the months for each season - Name the clothes used for the different seasons. - Winter (invierno) - jacket (chaqueta) - globes (guantes) - boots (botas) - coat (abrigo) - hat (gorro) -Spring (primavera) - sweater (suéter) - pants (pantalones) - shoes (zapatos) 	<ul style="list-style-type: none"> - Muzzy activities - Paired activities - Create a poster or a collage with cloth for different seasons 	<ul style="list-style-type: none"> - Teacher observation - Self-assessment - Oral response to questions - Group participation - Pair participation - Worksheets - Formative assessments

- shirt (camisa)
- blouse (blusa)
- Summer (verano)
- shorts (pantalones cortos)
- sandals (sandalias)

New Jersey Core Curriculum Content Standards
Academic Area

- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 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.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings.
- 7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.C.1** Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted to be shared virtually with a target language audience.
Skim and scan target language authentic materials to identify classroom items and furniture and their location.
- 7.1.NM.A.4** Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.
- 7.1.NM.A.2** Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.
- 7.1.NM.B.5** Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats.

New Jersey Scoring Rubric

	3	2	1
Expectations			
Classroom preparation	<p>Completes assignments on time and is prepared</p> <ul style="list-style-type: none"> - Makes appropriate contributions - Listens attentively to others - Alert on task 	<ul style="list-style-type: none"> - Assignments sometimes completed on time - Sometimes prepared 	<ul style="list-style-type: none"> - Often have late, incomplete assignments - Often unprepared
Classroom Involvement	<ul style="list-style-type: none"> - Strives to use Spanish in the room as much as proficiency allows - Tries to apply new concepts while speaking 	<ul style="list-style-type: none"> - At times contributes. - Listen to others most of the times - Needs reminder to use time productively 	<p>Seldom contributes or listens to others</p>
Use of Spanish	<ul style="list-style-type: none"> - Strives to use Spanish in the room as much as proficiency allows - Tries to apply new concepts while speaking 	<ul style="list-style-type: none"> - At times tries to use Spanish in class. - Often relies on others to produce the language 	<p>Seldom makes any effort to use Spanish during class</p>
Cooperative learning	<ul style="list-style-type: none"> - Use time productively when working in pairs or groups. - Participates fully as a member of the group 	<ul style="list-style-type: none"> - Uses time somewhat productively when working in pairs of a group - Partially contributes in groups 	<p>Makes little or no contribution in pairs or in groups</p>

9-12 points = A
5-8 points = B
4 or less = C