

# Fourth Grade World Language

**Unit Title:** Unit 1 – Numbers 1-1,000

## Stage 1: Desired Results

### Standards & Indicators:

#### NJSLS World Language

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

#### NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.15.PB.2: Describe choices consumers have with money (save, spend, donate)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

#### NJSLS - Visual and Performing Arts

- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

### Central Idea / Enduring Understanding:

#### **Listening Comprehension:**

Students will understand and interpret spoken communication.

#### **Verbal Skills:**

Through prompting, students will answer content-related questions.

#### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

### Essential/Guiding Question:

- How do you say this number in Spanish?
- How do you write this number in Spanish?
- What are patterns that occur with the numbers?

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<p><b>Students Participation:</b> Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p><b>Reading/Writing:</b> Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	
<p><b><u>Content:</u></b></p> <ol style="list-style-type: none"> <li>1. número</li> <li>-number</li> <li>2. ¿Cómo se dice...?</li> <li>-How do you say...?</li> <li>3. más</li> <li>-more</li> <li>4. menos</li> <li>-less</li> <li>5. uno</li> <li>-one</li> <li>6. dos</li> <li>-two</li> <li>7. tres</li> <li>-three</li> <li>8. cuatro</li> <li>-four</li> <li>9. cinco</li> <li>-five</li> <li>10. seis</li> <li>-six</li> <li>11. siete</li> <li>-seven</li> <li>12. ocho</li> <li>-eight</li> <li>13. nueve</li> <li>-nine</li> <li>14. diez</li> <li>-ten</li> <li>15. once</li> <li>-eleven</li> <li>16. doce</li> <li>-twelve</li> <li>17. trece</li> <li>-thirteen</li> <li>18. catorce</li> <li>-fourteen</li> <li>19. quince</li> <li>-fifteen</li> <li>20. dieciséis</li> <li>-sixteen</li> <li>21. diecisiete</li> <li>-seventeen</li> <li>22. dieciocho</li> <li>-eighteen</li> <li>23. diecinueve</li> <li>-nineteen</li> <li>24. veinte</li> </ol>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Repeat the numbers with correct pronunciation.</li> <li>• Recognize patterns in the numbers.</li> <li>• Guess a number correctly using vocabulary for “more” and “less”</li> <li>• Identify a number in Spanish.</li> <li>• Identify place values and roots.</li> </ul>

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<p><i>-twenty</i> 25. treinta</p> <p><i>-thirty</i> 26. cuarenta</p> <p><i>-forty</i> 27. cincuenta</p> <p><i>-fifty</i> 28. sesenta</p> <p><i>-sixty</i> 29. setenta</p> <p><i>-seventy</i> 30. ochenta</p> <p><i>-eighty</i> 31. noventa</p> <p><i>-ninety</i> 32. cien</p> <p><i>-one hundred</i> 33. doscientos</p> <p><i>-two hundred</i> 34. trescientos</p> <p><i>-three hundred</i> 35. cuatrocientos</p> <p><i>-four hundred</i> 36. quinientos</p> <p><i>-five hundred</i> 37. seiscientos</p> <p><i>-six hundred</i> 38. setecientos</p> <p><i>-seven hundred</i> 39. ochocientos</p> <p><i>-eight hundred</i> 40. novecientos</p> <p><i>-nine hundred</i> 41. mil</p> <p><i>-one thousand</i></p>	
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### Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

### NJSLS ELA

**RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

**RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

**W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### NJSLS Math

**MP4** - Model with mathematics.

### NJSLS Science

**3-5-ETS1-2** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

### NJSLS Social Studies

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**6.1.5 HistoryUP.6** - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

**6.1.5.HistopryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Song and Dance
- Turn and Talk
- Discussions of similarities and differences

### Other Evidence:

- Quarterly Assessments
- Student Responses

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1

- Using a recorded song, review numbers 1-31.
- Students repeat after the teacher for numbers 1-100, counting by tens.
- Think-Pair-Share: Students will discuss with one another and the class the roots of the ones and tens and how they are similar
- Play video recordings of native speakers in situations of them using numbers. Students will have to identify the number.

#### Lesson 2

- Review previous lesson's vocabulary using recorded songs.
- Teacher writes different numbers 1-100 on Smartboard and students identify the number.
- Celebrity Ages: Students will work together guessing the ages of famous people while the teacher (or student) directs class with "mas or menos" (More or less)

#### Lesson 3

- Students review numbers 1-100 independently.
- Students will be introduced to multiples of 100.
- Turn and Talk: Students will once again reflect on the roots of the numbers and how they relate with the tens and ones.

### Resources:

#### Lesson 1

- Recorded Song
- Visual aids
- Number handout
- Videos of speakers

#### Lesson 2

- Recorded song
- Number handout
- Celebrity pictures

#### Lesson 3

- Numbers handout
- Smartboard lesson

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- Teacher draws a box on board with a question mark and students guess the number in Spanish, using “more” or “less” to guide them.

## Learning Opportunities/Strategies:

### Lesson 4

- With a partner, students review all numbers.
- Following the example on the board, students learn how to form larger numbers, one place value at a time, in written form.
- Using dry erase boards, students write down the number stated by the teacher.
- Students write down the number on the board in words.
- Play video recordings of native speakers in situations of them using numbers. Students will have to identify the number.

### Lesson 5

- Students review all numbers independently.
- Students play a game to review numbers where they have to hit the number stated by the teacher with a flyswatter.
- Students, working in pairs, will be given a number written on the board. They will have to figure it out and research a major event that happened in that year. (Ex. 1776, 1492, etc)

### Lesson 6

- Review numbers from previous lessons
- Students will continue the game from the previous lesson.
- Sticky-Note game: The students will get a sticky note on their head and will have to guess the number with students directing them
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## Resources:

### Lesson 4

- Numbers handout
- Dry erase boards
- Video clips of speakers

### Lesson 5

- Numbers handout
- Ipad/Computer
- FLyswatters

### Lesson 6

- Numbers visuals
- Ipads/Computers
- Sticky-Notes

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology

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Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

### Unit Title: Unit 2 – Restaurant

### Stage 1: Desired Results

#### Standards & Indicators:

#### **NJSLS World Language**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

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## **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.2.5.CAP.7: Identify factors to consider before starting a business.

## **NJSLS - Visual and Performing Arts**

- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

### **Central Idea / Enduring Understanding:**

#### **Listening Comprehension:**

Students will understand and interpret spoken communication.

#### **Verbal Skills:**

Through prompting, students will answer content-related questions.

#### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

#### **Students Participation:**

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

#### **Reading/Writing:**

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

### **Essential/Guiding Question:**

- Do you like cheeseburgers?
- What foods/drinks do you like/not like? How do you ask/state this?
- How do you state you want something or ask another what he/she would like?

### **Content:**

#### **Food/Restaurant:**

1. restaurante
- restaurant
2. plato
- plate
3. vaso
- glass
4. tenedor
- fork
5. mesa
- table
6. Necesito.
- I need.
7. Hamburguesa
- Hamburger
8. Pollo frito
- Fried Chicken

### **Skills(Objectives):**

- Identify basic food and restaurant vocabulary
- Identify foods/drinks they like/dislike
- Ask for someone's order in a restaurant using words/phrases of courtesy
- Order drinks/foods in a restaurant

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<p>9. Papas fritas -<i>French Fries</i></p> <p>10. Vegetales -<i>Vegetables</i></p> <p>11. Arroz -<i>Rice</i></p> <p>12. Refresco -<i>Soda</i></p> <p>13. Agua -<i>Water</i></p> <p>14. Pastel -<i>Cake</i></p> <p>15. Helado -<i>Ice Cream</i></p> <p><b><u>Likes/Dislikes:</u></b></p> <p>1. ¿Te gusta? -<i>Do you like?</i></p> <p>2. Me gusta. -<i>I like (it.)</i></p> <p>3. Me gustan. -<i>I like (them).</i></p> <p>4. No me gusta. -<i>I do not like (it.)</i></p> <p>5. No me gustan. -<i>I do not like (them.)</i></p>	
<p><b><u>Interdisciplinary Connections</u></b></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b><u>NJSLS ELA</u></b></p> <p><b>RI.CR.4.1.</b> Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p><b>RI.CT.4.8.</b> Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</p> <p><b>W.WR.4.5.</b> Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p><b>SL.UM.4.5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b><u>NJSLS Math</u></b></p> <p><b>MP4 -</b> Model with mathematics.</p> <p><b><u>NJSLS Science</u></b></p> <p><b>3-5-ETS1-2 -</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p><b><u>NJSLS Social Studies</u></b></p> <p><b>6.1.5 HistoryUP.6 -</b> Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p><b>6.1.5.HistopryUP.7 -</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	
<p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Student Participation</li> <li>● Individual Responses</li> <li>● Cooperative Activities</li> <li>● Skit</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Quarterly Assessments</li> <li>● Student Responses</li> <li>● Skit</li> </ul>



# Fourth Grade World Language

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1

- Through a teacher presentation, review students to breakfast drinks and foods
- Using breakfast handout, students repeat the words after the teacher.
- Modeling the question and answer on the Smartboard, students identify the breakfast drinks/foods they like and dislike.
- Students will ask others if they like/dislike certain food items.

#### Lesson 2

- Review previous lesson's vocabulary.
- Through a teacher presentation, introduce students to lunch/dinner drinks and foods.
- Modeling the question and answer on the Smartboard, students identify the lunch and dinner drinks/foods they like and dislike.
- Showing pictures of buffet tables and restaurant spreads, students will identify which foods they see.

#### Lesson 3

- Review all food vocabulary by having students take turns ordering drinks and food from the teacher.
- Watch a video of a restaurant scene showcasing simple restaurant phrases and requests.
- Students will take turns acting out the new phrases.

#### Lesson 4

- Review previous week's vocabulary and new phrases.
- Introduce the skit to the students about ordering in a restaurant and answer any questions students may have.
- Students practice for their restaurant presentations, while the teacher works with one group at a time for individual practice.

### Resources:

#### Lesson 1

- Plastic breakfast drinks/foods
- Breakfast handout
- Food pictures

#### Lesson 2

- Breakfast handout
- Plastic lunch/dinner drinks/foods
- Lunch/dinner handout
- Pictures of food

#### Lesson 3

- Plastic drinks/foods
- Restaurant video
- Slips of paper with food and drink vocabulary in cup

#### Lesson 4

- Project rubric
- Sample dialogue for skit

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<b><u>Learning Opportunities/Strategies:</u></b>		<b><u>Resources:</u></b>	
<b><u>Lesson 5</u></b> <ul style="list-style-type: none"><li>● Review vocabulary and phrases.</li><li>● Discuss requirements for skit presentations.</li><li>● Students practice for their restaurant presentations, while the teacher works with one group at a time for individual practice.</li></ul> <b><u>Lesson 6</u></b> <ul style="list-style-type: none"><li>● Students will present their skits to the class.</li></ul>		<b><u>Lesson 5</u></b> <ul style="list-style-type: none"><li>● Project rubric</li><li>● Sample dialogue for skit</li><li>● Props and costumes</li></ul> <b><u>Lesson 6</u></b> <ul style="list-style-type: none"><li>● Project rubric</li><li>● Sample dialogue for skit</li><li>● Props and costumes</li></ul>	
<b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

# Fourth Grade World Language

**Unit Title:** Unit 3 – House

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS World Language**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

#### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

#### **NJSLS - Visual and Performing Arts**

- 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

### Central Idea / Enduring Understanding:

#### **Listening Comprehension:**

Students will understand and interpret spoken communication.

#### **Verbal Skills:**

Through prompting, students will answer content-related questions.

#### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

### Essential/Guiding Question:

- What is your favorite room in the house?
- What is your ideal house like?
- Which room is this?
- What objects are in this room?
- In what room would you find the refrigerator, television, etc?
- How do you state what is in a room?

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<p><b>Students Participation:</b> Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p><b>Reading/Writing:</b> Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	
<p><b><u>Content:</u></b></p> <p><b><u>Parts of the House:</u></b></p> <ol style="list-style-type: none"> <li>1. casa- <i>house</i></li> <li>2. sala- <i>living room</i></li> <li>3. comedor- <i>dining room</i></li> <li>4. cocina- <i>kitchen</i></li> <li>5. dormitorio- <i>bedroom</i></li> <li>6. baño- <i>bathroom</i></li> <li>7. sótano- <i>basement</i></li> <li>8. ático- <i>attic</i></li> <li>9. jardín- <i>garden</i></li> <li>10. patio- <i>patio</i></li> <li>11. garaje- <i>garage</i></li> <li>12. puerta- <i>door</i></li> <li>13. ventana- <i>window</i></li> <li>14. piso- <i>floor</i></li> </ol> <p><b><u>Furniture and Appliances:</u></b></p> <ol style="list-style-type: none"> <li>1. sofá- <i>couch</i></li> <li>2. televisor- <i>television</i></li> <li>3. silla- <i>chair</i></li> <li>4. mesa- <i>table</i></li> <li>5. lámpara- <i>lamp</i></li> <li>6. estufa- <i>stove</i></li> <li>7. refrigerador- <i>refrigerator</i></li> <li>8. fregadero- <i>kitchen sink</i></li> <li>9. cama- <i>bed</i></li> <li>10. armario- <i>closet</i></li> <li>11. bañera- <i>bathtub</i></li> <li>12. inodoro- <i>toilet</i></li> <li>13. lavabo- <i>small sink</i></li> <li>14. ducha- <i>shower</i></li> </ol> <p><b><u>Phrases</u></b></p> <ol style="list-style-type: none"> <li>1. El/La _____ está en _____. The _____ is in the _____.</li> </ol>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Identify rooms of the house</li> <li>• Identify objects that are found in each room</li> <li>• Draw and describe their ideal home</li> <li>• State what objects you see in a room.</li> </ul>
<p><b><u>Interdisciplinary Connections</u></b></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b><u>NJSLS ELA</u></b></p> <p><b>RI.CR.4.1.</b> Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p><b>RI.CT.4.8.</b> Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</p>	

# Fourth Grade World Language

**W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## **NJSLS Math**

**MP4 -** Model with mathematics.

## **NJSLS Science**

**3-5-ETS1-2 -** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

## **NJSLS Social Studies**

**6.1.5 HistoryUP.6 -** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

**6.1.5.HistoryUP.7 -** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## Stage 2: Assessment Evidence

### **Performance Task(s):**

- Student Participation
- Individual Responses
- Cooperative Activities
- Turn and Talk
- Drawing with labels

### **Other Evidence:**

- Quarterly Assessments
- Student Responses
- Student Projects

## Stage 3: Learning Plan

### **Learning Opportunities/Strategies:**

#### **Lesson 1**

- Through a teacher presentation, introduce students to rooms of the house.
- Using PowerPoint presentation, students repeat vocabulary for rooms of the house.
- Utilize Total Physical Response to practice new vocabulary (e.g., Teacher shows that she is eating to represent the kitchen and students repeat).

#### **Lesson 2**

- Review previous lesson's vocabulary.
- Through a teacher presentation, introduce students to vocabulary for objects in rooms of a house.
- Using PowerPoint presentation, students repeat vocabulary for objects in rooms of a house.
- Teacher will teach the phrase:  
"El/La \_\_\_\_\_ está en \_\_\_\_\_."  
(The \_\_\_\_\_ is in the \_\_\_\_\_.)
- Students will work together finding and describing pictures.

### **Resources:**

#### **Lesson 1**

- Teacher performance
- PowerPoint presentation
- Teacher's actions
- Vocabulary

#### **Lesson 2**

- Rooms of house handout
- Teacher performance
- PowerPoint presentation
- Ipad/Computer

## Fourth Grade World Language

### Learning Opportunities/Strategies:

#### Lesson 3

- Watch a video of a house tour and students identify the rooms and objects in the house.
- Teacher writes and models aloud how to state one's favorite room of the home.
- Turn and Talk – Students will see pictures of rooms and will state the room it is and objects found inside.

#### Lesson 4

- Review vocabulary for the rooms of a house through Total Physical Response.
- Tables receive index cards with objects and index cards with rooms of the house. Students play Memory games matching objects/rooms with the correct translation.
- Using Ipad/Computer, students will find examples of their vocabulary words and create a document.

#### Lesson 5

- Students review vocabulary with a partner.
- Teacher explains to students that they will be designing their ideal home and selling it.
- Students draw their ideal home, including rooms and objects.

#### Lesson 6

- Students complete a drawing of their ideal home, including rooms and objects.
- Students present their drawings to the class.
- With remaining time, students will play charades and/or Pictionary using the vocabulary.

### Resources:

#### Lesson 3

- Video
- Sample statement
- Rooms of house handout
- Rooms pictures

#### Lesson 4

- Teacher's actions
- Index cards with rooms and objects
- Ipad/Computer

#### Lesson 5

- Drawing rubric
- Vocabulary handouts
- Art supplies

#### Lesson 6

- Drawing rubric
- Vocabulary handouts
- Student drawings

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)

## Fourth Grade World Language

Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

### Unit Title: Unit 4 – Sports

### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS World Language

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

#### NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1)

# Fourth Grade World Language

- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

## **NJSLS Visual and Performing Arts**

- 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

### **Central Idea / Enduring Understanding:**

#### **Listening Comprehension:**

Students will understand and interpret spoken communication.

#### **Verbal Skills:**

Through prompting, students will answer content-related questions.

#### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

#### **Students Participation:**

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

#### **Reading/Writing:**

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

### **Essential/Guiding Question:**

- What sports do you like?
- What sports do you not like?
- Which is your favorite sport?
- How do you state someone is playing a sport?

### **Content:**

#### **Sports:**

- béisbol  
-baseball
- fútbol  
-soccer
- fútbol americano  
-football
- tenis  
-tennis
- hockey  
-hockey
- golf  
-golf
- básquetbol  
-basketball
- patinaje  
-skating
- natación  
-swimming.
- esquí  
-skiing
- jai-alai
- las corridas  
-bullfighting

### **Skills(Objectives):**

- Become familiar with sports vocabulary
- Identify sports they like
- Identify sports they do not like
- State that someone plays a sport



## Fourth Grade World Language

<p><b><u>Likes/Dislikes:</u></b></p> <ol style="list-style-type: none"> <li>1. Me gusta/me gustan -I like</li> <li>2. No me gusta/no me gustan -I do not like</li> <li>3. Mi deporte favorito es... -My favorite sport is...</li> </ol> <p><b><u>Action Words:</u></b></p> <ol style="list-style-type: none"> <li>1. El juega... -He plays...</li> <li>2. Ella juega... -She plays...</li> </ol>	
<p><b><u>Interdisciplinary Connections</u></b></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b><u>NJSLS ELA</u></b></p> <p><b>RI.CR.4.1.</b> Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p><b>RI.CT.4.8.</b> Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</p> <p><b>W.WR.4.5.</b> Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p><b>SL.UM.4.5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b><u>NJSLS Math</u></b></p> <p><b>MP4 -</b> Model with mathematics.</p> <p><b><u>NJSLS Science</u></b></p> <p><b>3-5-ETS1-2 -</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p><b><u>NJSLS Social Studies</u></b></p> <p><b>6.1.5 HistoryUP.6 -</b> Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p><b>6.1.5.HistopryUP.7 -</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Individual Responses</li> <li>• Cooperative Activities</li> <li>• Turn and Talk</li> <li>• Contrasting chart with drawings</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Quarterly Assessments</li> <li>• Student Responses</li> </ul>
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b><u>Lesson 1</u></b></p> <ul style="list-style-type: none"> <li>• Through a teacher presentation, introduce students to sports.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b><u>Lesson 1</u></b></p> <ul style="list-style-type: none"> <li>• Teacher performance</li> <li>• PowerPoint presentation</li> <li>• Teacher's actions</li> <li>• Vocabulary</li> </ul>

# Fourth Grade World Language

- Using PowerPoint presentations, students repeat vocabulary for sports.
- Utilize Total Physical Response to practice new vocabulary (e.g., Teacher shows that she is hitting a baseball to represent that sport).

## Lesson 2

- Review previous lesson's vocabulary through Total Physical Response.
- Teacher writes and models aloud how to state one's favorite sport.
- Turn and Talk – Students share their favorite sport with students at their table.

## Lesson 3

- Watch an animated video of children playing various sports and students identify the sports.
- In small groups, students match sports pictures with sports vocabulary.
- Teacher demonstrates the use of "Me gusta (I like)" and "no me gusta (I do not like)" using sports vocabulary.
- Students hold up a card showing either "Me gusta" or "No me gusta" for different sports stated by the teacher.

## Learning Opportunities/Strategies:

## Lesson 4

- Review sports vocabulary through Total Physical Response.
- Students fold a piece of paper in half and list at least 3 sports they like on one side and at least 3 sports they do not like on the other side.
- Students will see pictures of athletes and must describe the picture using "El juega/Ella juega..." (He plays/She plays...)

## Lesson 5

- Review sports vocabulary through Total Physical Response.
- Students sing songs to practice vocabulary.
- Students complete lists of sports they like and do not like and add drawings.

## Lesson 2

- Sports vocabulary handout
- Sample statement
- Sports vocabulary handout

## Lesson 3

- Video
- Flashcards with sports pictures
- Flashcards with sports vocabulary
- Sports vocabulary
- Signs showing "me gusta" on 1 side and "no me gusta" on the other side

## Resources:

## Lesson 4

- Teacher's actions
- Sports vocabulary handout
- Construction paper
- Pictures of athletes

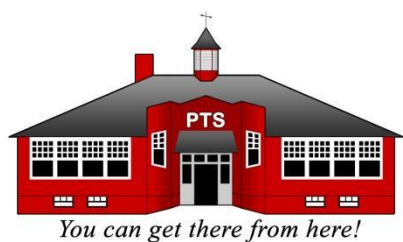
## Lesson 5

- Teacher's actions
- Recorded song
- Charts
- Sports vocabulary handout

## Fourth Grade World Language

<b>Lesson 6</b> <ul style="list-style-type: none"><li>Students share their sports likes and dislikes with the class in complete sentences using their projects.</li><li>Students play Charades to review all sports vocabulary.</li></ul>		<b>Lesson 6</b> <ul style="list-style-type: none"><li>Model sentences</li><li>Student projects</li><li>Sports vocabulary</li><li>Students' actions</li></ul>	
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
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# Fourth Grade World Language



## World Language Pacing Guide Grade 4

MP	Units	*Unit TOTAL	Cumulative **TOTAL
MP1	Unit 1 – Numbers 1-1,000	42 days	42 days
MP2	Unit 2 – Restaurant	48 days	90 days
MP3	Unit 3 – House	42 days	132 days
MP4	Unit 4 – Sports	48 days	180 days

\* Unit Total is inclusive of introduction, instruction, assessment, projects, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.