Spanish Grade 4

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
Unit 1: Quien soy yo?

Content Area: World Language

Course & Grade Level: 4 Grade

Summary and Rationale

The World Language themes for grade four are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade four level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

Recommended Pacing

6 class periods

State Standards

**Standard 7.1** 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.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
<th>Strand A</th>
<th>Interpretive Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.A.1</td>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.3</td>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note: CPI alignment to the NJSLS are the same as in the previous unit.
### Instructional Focus

**Unit Enduring Understandings:**

Students will understand that

- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
Essential Questions

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I Am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

Objectives

Students will know:
- Greeting Introductions and good byes
- Classroom Behaviors and Procedures
- Families Activities
- Parts of the Body
- Feeling and Emotions
- Personal Characteristics
- Physical Descriptions
- Interests and Leisure Activities

Students will be able to: Using the 3 modes of communication
- Use appropriate greetings and leave taking from the target culture, ask the name of a third person, and differentiate between formal and informal address.
- Follow and give instructions for classroom behavior and procedures.
- Create and illustrate sentences describing family activities.
- Describe some actions that they can do with their bodies.
- Talk about how they and others feel.
- Recognize descriptive adjectives and physical descriptions, introduce and describe themselves and others through original essays and oral presentations.
- Talk about activities (pastimes) they enjoy with their friends and families. Like and dislikes related to these activities.
- Identify culturally specific pastime activities.
### Resources

<table>
<thead>
<tr>
<th><strong>Core Text:</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Resources:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Magic Box, Puppet Show, Flash Cards</td>
</tr>
<tr>
<td>Short and Simple Funny Skit for Beginning Spanish Speakers.</td>
</tr>
<tr>
<td>Music That Teach Spanish</td>
</tr>
<tr>
<td>Original Songs and Rhymes</td>
</tr>
<tr>
<td>Creative and Interactive Activities</td>
</tr>
<tr>
<td>Games: Fly Swatter, Simon Says, Interactive games</td>
</tr>
<tr>
<td>Classroom based activities using technology tools (Power point, Smart Board, Story book, kahoot, google classroom, screencastify.)</td>
</tr>
<tr>
<td>Big &amp; Easy Patterns Holiday &amp; Seasons</td>
</tr>
<tr>
<td>Senor wooly.com, Quia.com, <a href="http://www.calicospanish.com">www.calicospanish.com</a>, <a href="http://www.edcanvas.com">www.edcanvas.com</a>, <a href="http://www.kerpoof.com">www.kerpoof.com</a>, basho and friends, senor jordan</td>
</tr>
<tr>
<td><a href="http://www.netop.com">www.netop.com</a>, google.voice, sparkenthusiasm.com, youtube, spanishspanish.com, cantandoaprendohablar</td>
</tr>
</tbody>
</table>

**Note:** Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.
Unit 2: Te gustan las matematicas?

Content Area: World Language

Course & Grade Level: 4 Grade

Summary and Rationale

The World Language themes for grade four are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade four level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

Recommended Pacing

4 class periods

State Standards

**Standard 7.1** 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.

CPI #7.1 A Cumulative Progress Indicator (CPI)

Please note: CPI alignment to the NJSLS are the same as in the previous unit.

<table>
<thead>
<tr>
<th>CPI #7.1 A</th>
<th>Cumulative Progress Indicator (CPI)</th>
<th>Strand A</th>
<th>Interpretive Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.A.1</td>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.3</td>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Focus

**Unit Enduring Understandings:**
Students will understand that
- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
Essential Questions

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

Objectives

Students will know:

- Telling time
- Count from 1 to 500
- Place value
- Shape, colors, and size
- The calendar and birthdays
- Celebrations
- Arithmetic
- Fractions
- Measurement

Students will be able to: Using the 3 modes of communication

- Express date and time: create a daily schedule using words and illustrations along with the correct time of day.
- Students will count from 0 to 100 by ones, twos, fives and tens; and count from 100 to 1000 by 100s. Students will also compute simple word problems in Spanish.
- Use numbers in the real life situations: shopping, banking, buying, selling...
- Recognize place value.
- Describe shapes according to number of sides, faces and angles, name the colors.
- Compare and contrast the English and Spanish calendar; say today date including the day, month and year in the appropriate order. Ask and answer questions about birthdays and age.
- Use appropriate Spanish vocabulary relating to the holidays; comparing and contrasting ways in which holidays are celebrated in Spanish speaking countries.
- Compute simple word and mathematical problems.
- Recognize linear measurements and distance, the value of fractions as part of the whole.

## Resources

### Core Text:

### Suggested Resources:

- Magic Box, Puppet Show, Flash Cards
- Short and Simple Funny Skit for Beginning Spanish Speakers.
- Music That Teach Spanish
- Original Songs and Rhymes
- Creative and Interactive Activities
- Games: Fly Swatter, Simon Says, Interactive games
- Classroom based activities using technology tools (Power point, Smart Board, Story book, kahoot, google classroom, screencastify.)
- Big & Easy Patterns Holiday & Seasons

[www.netop.com](http://www.netop.com), google.voice, sparkenthusiasm.com, youtube, spanishspanish.com, cantandoaprendohablar

Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.
Unit 3: Como es el mundo?

Content Area: World Language

Course & Grade Level: 4 Grade

Summary and Rationale

The World Language themes for grade four are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade four level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

Recommended Pacing

State Standards

Standard 7.1 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.

CPI # Cumulative Progress Indicator (CPI)

Please note: CPI alignment to the NJSLS are the same as in the previous unit.

<table>
<thead>
<tr>
<th>CPI #7.1 A</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand A</td>
<td>Interpretive Mode</td>
</tr>
</tbody>
</table>

<p>| 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. |</p>
<table>
<thead>
<tr>
<th>7.1.NM.A.5</th>
<th>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</th>
</tr>
</thead>
</table>

**CPI #7.1 B**  
**Cumulative Progress Indicator (CPI)**  
**Strand B**  
**Interpersonal Mode**

| 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. |

**CPI #7.1 C**  
**Cumulative Progress Indicator (CPI)**  
**Strand C**  
**Presentational Mode**

| 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). |

**Instructional Focus**

**Unit Enduring Understandings:**
Students will understand that
- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
Essential Questions

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

Objectives

Students will know:
- The solar system
- Plants
- Animals
- Weather report
- People
- House

Students will be able to: Using the 3 modes of communication
- Recognize, name and sequence some important elements of our solar system. Explore the name origins of the planets and various belief system of early indigenous people about the solar system.
- Name parts of the plants, discuss the importance of plants and agriculture to indigenous peoples and experience at least one indigenous plant or products.
- Memorized and frequently practiced questions associated with characteristic of animals and basic survival need of animals.
- Using their knowledge of weather terminology, students will be able to give a weather report from a particular region of the world with includes temperatures, precipitation, and clothing and activity recommendations based on the weather conditions.
- Identify and name body parts and will sequence the human life stages.
- Draw and label their ideal homes including location, construction materials (type of home), and who lives there.
# Resources

## Core Text:

## Suggested Resources:

- Magic Box, Puppet Show, Flash Cards
- Short and Simple Funny Skit for Beginning Spanish Speakers.
- Music that teaches Spanish
- Original Songs and Rhymes
- Creative and Interactive Activities
- Games: Fly Swatter, Simon Says, Interactive games
- Classroom based activities using technology tools (Power point, Smart Board, Story book, kahoot, google classroom, screencastify.)
- Big & Easy Patterns Holiday & Seasons

[www.netop.com](http://www.netop.com), google.voice, sparkenthusiasm.com, youtube, spanishspanish.com, cantandoaprendohablar

---

Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.

---

## Unit 4: Adonde Vas Tu?

## Content Area: World Language
Course & Grade Level: 4 Grade

Summary and Rationale

The World Language themes for grade four are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade four level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

Recommended Pacing

State Standards

**Standard 7.1** 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.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CPI #7.1 A</strong></td>
<td><strong>Strand A Interpretive Mode</strong></td>
</tr>
<tr>
<td>7.1.NM.A.1</td>
<td>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
</tr>
<tr>
<td>7.1.NM.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
</tr>
<tr>
<td>7.1.NM.A.3</td>
<td>Recognize a few common gestures and cultural practices associated with the target culture(s).</td>
</tr>
<tr>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
</tr>
<tr>
<td>7.1.NM.A.5</td>
<td>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
</tr>
</tbody>
</table>

| **CPI #7.1 B**            | **Strand B Interpersonal Mode**    |
| 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. |

Please note: CPI alignment to the NJSLS are the same as in the previous unit.
| 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. |

**CPI #7.1 C**  
**Cumulative Progress Indicator (CPI)**

**Strand C  Presentational Mode**

| 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). |

**Instructional Focus**

**Unit Enduring Understandings:**
Students will understand that

- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

**Essential Questions**

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?
Objectives

**Students will know:**
- Transportation
- Countries and capitals
- Maps around the world
- Food
- Clothing
- Sports
- Spanish celebrations and Holidays

**Students will be able to:**
- Identify and describe various modes of transportation.
- Ask and answer questions about where they want to go. They will also find these places (different regions of the Spanish-speaking world) on a map or globe and will identify their flag and capitals.
- Label and illustrate a map of Latin America or Spain, showing geographical features.
- Create a class book describing their likes and dislikes. Orally state their food preferences when choosing between two options.
- Building on their knowledge of clothing and accessories, students will be able to describe in detail various items of clothing worn by their classmates.
- Identify and recognize sports in the target language, discuss famous figures from the target language.
- Express likes and dislikes, and preferences related to activities associated with celebrations.

**Resources**

**Core Text:**

**Suggested Resources:**
- Magic Box, Puppet Show, Flash Cards
Short and Simple Funny Skit for Beginning Spanish Speakers.

Music That Teach Spanish

Original Songs and Rhymes

Creative and Interactive Activities

Games: Fly Swatter, Simon Says, Interactive games

Classroom based activities using technology tools (Power point, Smart Board, Story book, kahoot, google classroom, screencastify.)

Big & Easy Patterns Holiday & Seasons


[www.netop.com](http://www.netop.com), google.voice, sparkenthusiasm.com, youtube, spanishspanish.com, cantandoaprendohablar

Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.