

COURSE TITLE

Elementary Spanish
Grade 4

LENGTH

Cycle Course

DEPARTMENT

World Language

SCHOOL

Pierrepoint Upper Elementary School

DATE

Revision Date: 9/10/18
Initial BOE Approval Date (Born on): 6/15/2015

Grade 4 Spanish

I. Introduction/Overview/Philosophy

The scope of the elementary Spanish program focuses on providing students with a continued foundation in moving towards language proficiency. In grade 4, emphasis will be on the development of the interpersonal communicative skills of listening and speaking. In addition, reinforcement of basic reading and writing skills in the target language will be discussed. How language and culture interact and promote intercultural understanding will also be emphasized. New vocabulary and cultural topics will be introduced.

II. Objectives

Course Outline:

These lists show only those items that the children practice, not the many others that the teacher introduces for enrichment and for the development of the children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

The topics listed below are introduced in Kindergarten and grades 1, 2, 3, and 4. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and functional expressions, usually in the form of questions and answers.

1. Greetings, farewells, introductions

a. Vocabulary

Adiós.	<i>Good-bye.</i>
Buenas noches.	<i>Good evening.</i>
Buenas tardes.	<i>Good afternoon</i>
Buenos días.	<i>Good morning.</i>
Hasta la vista.	<i>Until we meet again.</i>
Hasta luego.	<i>See you later.</i>
Hasta mañana.	<i>Until tomorrow.</i>
Hola	<i>Hello/Hi</i>

b. Asking about names

¿Cómo te llamas (tú)?	<i>What is your name?</i>
Me llamo _____.	<i>My name is _____.</i>
¿Cómo se llama?	<i>What is his/her name?</i>
Se llama _____.	<i>His/Her name is _____.</i>
¿Cómo se llama tu _____.	<i>What is your _____'s name?</i>
Se llama _____.	<i>His/Her name is _____.</i>

c. Asking about people

¿Quién es?	<i>Who is it?</i>
¿Y tú?	<i>And you?</i>
¿Y usted?	<i>And you (formal)?</i>

2. Colors

a. Vocabulary

amarillo	<i>yellow</i>
anaranjado	<i>orange</i>
azul	<i>blue</i>
blanco	<i>white</i>
café	<i>brown</i>
gris	<i>gray</i>
morado	<i>purple</i>
negro	<i>black</i>
rojo	<i>red</i>
rosado	<i>pink</i>
verde	<i>green</i>

b. Asking about colors

¿De qué color es _____?	<i>What color is _____?</i>
Es de color _____.	<i>The color is _____.</i>
Es _____.	<i>It is _____.</i>
¿De qué colors son _____?	<i>What color are _____?</i>
Son (de color) _____.	<i>They are _____.</i>

3. Days of the week

a. Vocabulary

lunes	<i>Monday</i>
martes	<i>Tuesday</i>
miércoles	<i>Wednesday</i>
jueves	<i>Thursday</i>
viernes	<i>Friday</i>
sábado	<i>Saturday</i>
domingo	<i>Sunday</i>

b. Asking about the days of the week

¿Cuántos días son?	<i>How many days are there?</i>
Hay siete días de la semana.	<i>There are seven days in the week.</i>
¿Qué día es hoy?	<i>What day is today?</i>
Hoy es _____.	<i>Today is _____.</i>

4. Months

a. Vocabulary

enero- <i>January</i>	<i>julio- July</i>
febrero- <i>February</i>	<i>Agosto- August</i>
marzo- <i>March</i>	<i>septiembre- September</i>
abril- <i>April</i>	<i>octubre- October</i>
mayo- <i>May</i>	<i>noviembre- November</i>
junio- <i>June</i>	<i>diciembre- December</i>

b. Asking about the date, month, and day of the week

¿Cuál es la fecha?
¿Qué día es?
¿Qué mes es?
Es ____.

What is the date?
What day of the week is it?
What month is it?
It is ____.

5. Seasons of the year

a. Vocabulary

el invierno- *winter*
la primavera- *spring*

el verano- *summer*
el otoño- *autumn, fall*

b. Asking about the seasons

¿Qué estación es?
Es ____.

What season is it?
It is ____.

6. Weather expressions

a. Vocabulary

Hace buen tiempo.
Hace mal tiempo
Hace calor.
Hace frío.
Hace sol.
Hace viento.
Llueve.
Nieva.
Está nevando/lloviendo

It's good weather.
It's bad weather.
It's hot.
It's cold.
It's sunny.
It's windy.
It rains.
It snows.
It is snowing/raining.

b. Asking about the weather

¿Qué tiempo hace?
¿Qué tiempo hace en ____?
En ____, ¿qué tiempo hace?
En ____, hace viento.
Hace ____.

What's the weather like?
What is the weather like in ____?
In ____, what is the weather like?
In ____, it is windy.
It's ____.

7. Parts of the body

la boca	<i>mouth</i>	la nariz	<i>nose</i>
los brazos	<i>arms</i>	las orejas	<i>ears</i>
la cabeza	<i>head</i>	los ojos	<i>eyes</i>
la cara	<i>face</i>	los pies	<i>feet</i>
los dedos	<i>fingers</i>	las piernas	<i>legs</i>
las manos	<i>hands</i>	el pelo	<i>hair</i>

8. Family members

la abuela	<i>grandmother</i>	el hermanastro	<i>stepbrother</i>
el abuelo	<i>grandfather</i>	la hermanastra	<i>stepsister</i>
la familia	<i>family</i>	la hermano	<i>brother</i>
la hija	<i>daughter</i>	la hermana	<i>sister</i>
la hijo	<i>son</i>	el papá	<i>father</i>

la madrastra	<i>stepmom</i>	el padrastro	<i>stepdad</i>
la mamá	<i>mother</i>		

9. Food

pollo	<i>chicken</i>	agua	<i>water</i>
pescado	<i>fish</i>	leche	<i>milk</i>
tocino	<i>bacon</i>	galletas	<i>cookies</i>
carne	<i>meat</i>	pastel	<i>pie</i>
frijoles	<i>beans</i>	dulce	<i>candy</i>
huevos	<i>eggs</i>	helado	<i>ice cream</i>
arroz	<i>rice</i>	queso	<i>cheese</i>
pan dulce	<i>pastries</i>	mantequilla	<i>butter</i>
refresco	<i>drinks</i>	jamón	<i>ham</i>
jugo de naranja	<i>orange juice</i>	papas fritas	<i>french fries</i>
ensalada	<i>salad</i>	sal y pimienta	<i>salt and pepper</i>
sopa	<i>soup</i>	azúcar	<i>sugar</i>

10. Numbers 1 - 50

a. Vocabulary

uno	<i>one</i>	once	<i>eleven</i>	veintiuno	<i>twenty-one</i>
dos	<i>two</i>	doce	<i>twelve</i>	veintidós	<i>twenty-two</i>
tres	<i>three</i>	trece	<i>thirteen</i>	veintitrés	<i>twenty-three</i>
cuatro	<i>four</i>	catorce	<i>fourteen</i>	veinticuatro	<i>twenty-four</i>
cinco	<i>five</i>	quince	<i>fifteen</i>	treinta	<i>thirty</i>
seis	<i>six</i>	dieciséis	<i>sixteen</i>	trienta y uno	<i>thirty-one</i>
siete	<i>seven</i>	diecisiete	<i>seventeen</i>	cuarenta	<i>forty</i>
ocho	<i>eight</i>	dieciocho	<i>eighteen</i>	cincuenta	<i>fifty</i>
nueve	<i>nine</i>	diecinueve	<i>nineteen</i>		
diez	<i>ten</i>	veinte	<i>twenty</i>		

2. Asking about numbers

¿Qué número es?	<i>What number is it?</i>
Es _____.	<i>It's _____.</i>
¿Cuántos son?	<i>How many are there?</i>
Son _____.	<i>There are ____.</i>

Workplace Readiness

Since cross-content workplace readiness standards are important to the success of all students in all content areas, they have been identified here for special emphasis.

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information and other tools.
3. All students will use critical thinking, decision-making and problem solving skills.
4. All students will demonstrate self-management skills.
5. All students will apply safety principles.

Career

During the sequence of the Spanish program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

Student Outcomes:

This course will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- Begin to demonstrate an understanding in spoken and written communication within appropriate cultural contexts.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Students will also:

- Understand basic vocabulary and structures that are essential for polite communication.
- Grasp communication strategies
- Respond to basic questions
- Develop a cultural awareness
- Describe customs from Spanish speaking countries
- Listen to short stories

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand B. Creativity and Innovation

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

Strand D. Digital Citizenship

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme).

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

III. Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. Novice

The Novice level is characterized by an ability to communicate minimally with learned material.

2. Novice-Low

Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.

3. Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

4. Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short

of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

5. Intermediate

The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

6. Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low

Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. Intermediate-Mid

Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible.

1. Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

2. Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate -Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-High

Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where

tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

IV. Methods of Assessment

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment
- Group assessment
- Portfolio assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Benchmark Assessments
- Listening Comprehension
- Test and Quizzes
- Oral presentations
- Research projects

Curriculum/Teacher Assessment

Since curriculum development is an on-going process, the teachers will provide the World Language Department supervisor with suggestions for changes and updates as this course requires.

V. Grouping

The students in this course are heterogeneously grouped according to grade level.

VI. Articulation/Scope & Sequence/Time Frame

Grade 4 Spanish is a cycle course.

VII. Resources

Texts/Supplemental Reading/References

- *Risas y Sonrisas* Program
- Various text and supplemental reading
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Web-based review programs and games such as Kahoot & Quizlet

- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources
- Maps, DVD's, and other authentic resources

VIII. Suggested Activities

- Modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- Asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- web-based activities
- Vocabulary flash cards
- Games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

IX. Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have

learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.

- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

X. Interdisciplinary Connections

As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
 - Draw with various media
 - Observe art work
- Language Arts
 - Demonstrate characteristics of a good listener
 - Follow a one-step oral direction
 - Compare and contrast sounds
 - Recall presented materials
 - Identify a purpose for listening
 - Listen for a variety of purposes
 - Activate prior knowledge
 - Listen to various forms of music

- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Listen to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details
- Respond to different types of literature
- Demonstrate an active interest in reading
- Mathematics
 - Sort objects in a variety of ways
 - Recognize, develop pattern
 - Reason, connect mathematical understandings
 - Observe/Compare by measurable attributes
 - Count objects
 - Represent quantities
 - Model number composition
 - Investigate number relationships
 - Develop numeration concepts
- Music
 - Sing songs in a limited range
 - Perform a repertoire of songs
- Reading
 - Identify forms of plurals
 - Subject/predicate agreement
 - Make connections from written text to self
- Science
 - Observe weather conditions
 - Explore the effects of weather
- Social Studies
 - Identify self by name and birthday
 - Recognize similarities between self and others
 - Describe personal feelings
 - Demonstrate the relationship of feelings to actions
 - Demonstrate courteous behavior when interacting
 - Recognize the importance of each individual to the group
 - Be introduced to other people and places
 - Recognize human needs
 - Define family in various ways
 - State how people are more alike than different
 - Discuss the meaning of respect

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Scaffolding
- Rephrasing
- Visual learning
- Notetaking
- Notebook check and review
- Teacher modeling
- Use of online sources
- Allow for extra time
- Multimedia teaching
- Allow for errors
- Oral and written assignments
- Internet games
- Guided practice
- Small group instruction
- TPRS

Differentiation for Enrichment

- Individual presentation
- Student choice in modes of working
- Student driven projects
- Independent study
- Inquiry based instruction
- Create and perform dialogues
- Skits
- Elevated vocabulary
- Additional activities

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Empezamos</p> <ul style="list-style-type: none"> ● Classroom rules and expectations ● Buenos Dias/Buenas Tardes songs ● Alphabet ● Vowels ● Cognates 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Scaffolding ● Rephrasing ● Visual learning ● TPRS <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Individual presentation ● Provide choices of modes working 	7.1.NM.A.1 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.2 CRP1,2,4,5,6 7,8,9,10,11,12 8.1.5.A.1 8.1.5.B.1 8.1.5.C.1 8.1.5.D.4 9.2.4.A.2 9.2.4.A.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Classwork ● Oral Presentations ● Name Spelling: using Spanish Alphabet ● Homework: Alphabet and Vowels song. <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Quiz- Cognates-Spelling ● Unit Test- Empezamos
<p>La Familia</p> <ul style="list-style-type: none"> ● Family Relationships ● Gender ● A Comer! Familia: Book 	2 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Note taking/Notebook review ● Teacher modelling ● Use of online resources <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Student Driven Project ● Independent study 	7.1.NM.A.2 7.1.NM.A.4 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.2 7.1.NM.C.3 CRP1,2,4,5,6 7,8,9,10,11,12 8.1.5.A.1 8.1.5.B.1 8.1.5.C.1 8.1.5.D.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Entry/Exit tickets: Write family members names/relationships and discuss <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Project Based Assessment- Family Tree Poster Gallery with oral presentation ● Quiz: Masculine o Feminine

			9.2.4.A.2 9.2.4.A.4	
El Calendario <ul style="list-style-type: none"> • Numbers/Counting • Days and Months • Seasons and Weather 	3 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Teacher Modelling • Extra Time • Multimedia Teaching <i>For Enhancement:</i> <ul style="list-style-type: none"> • Inquiry Based instruction create and perform dialogues 	7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 CRP1,2,4,5,6 7,8,9,10,11,12 8.1.5.A.1 8.1.5.B.1 8.1.5.C.1 8.1.5.D.4 9.2.4.A.2 9.2.4.A.4	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Homework assignments and in-class discussion on Los dias de la semana & Los meses • Small group activities on counting and numbers <i>Summative Assessment:</i> <ul style="list-style-type: none"> • Quiz- create and perform dialogues on the seasons and weather. • Unit Test - El Calendario
El Cuerpo <ul style="list-style-type: none"> • Parts of the body • The verb Doler • Las Partes del cuerpo Video Rockalingua 	1 week	<i>For Support:</i> <ul style="list-style-type: none"> • Allow errors • Oral and written assignments • Small group instruction <i>For Enhancement:</i> <ul style="list-style-type: none"> • Create and perform dialogues • Additional activities 	7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.2 7.1.NM.C.3 CRP1,2,4,5,6 7,8,9,10,11,12 8.1.5.A.1 8.1.5.B.1 8.1.5.C.1 8.1.5.D.4 9.2.4.A.2 9.2.4.A.4	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Group and cooperative work • Simon Dice: Me duele... • Classwork assignments <i>Summative Assessment:</i> <ul style="list-style-type: none"> • Quiz: Parts of the body

<p>La Comida</p> <ul style="list-style-type: none"> ● Vocabulary ● Like/Dislike ● Colors 	<p>1 week</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Internet Games ● Guided Practice <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Skits ● Elevated vocabulary 	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.5. 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5 CRP1,2,4,5,6 7,8,9,10,11,12 8.1.5.A.1 8.1.5.B.1 8.1.5.C.1 8.1.5.D.4 9.2.4.A.2 9.2.4.A.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Oral Presentations: En el Restaurante ● Homework: ¿Que comiste? <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Quiz: ¿Que te gusta comer? ● Benchmark Assessment-cumulative test revisiting themes from the course.
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