

Mount Laurel Township Schools  
World Languages Curriculum  
Grade 4/Novice-Mid

<b>Unit: Myself...My Family...My Friends...My Community</b>		
<b>Stage 1: Desired Results</b>		
<p><b>NJCCCS: 7.1 World Languages:</b> 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.</p>	<p><b>Modes of Communication:</b>  <b>Strand A: Interpretive Mode:</b> Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.  <b>Strand B: Interpersonal Mode:</b> Students engage in direct oral and or/written communication with others.  <b>Strand C: Presentational Mode:</b> Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.</p>	
<p><b>Transfer Goal:</b> I want you to learn about the culture and language of the target country (Columbia), so that in the future, on your own, you will be able to communicate in Spanish about yourself, your family, your friends and your community and understand the cultural differences.</p>		
<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Using words that I have learned, pictures, movements, and acting words out can help my classmates, my teacher and others understand me.</li> <li>• Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</li> <li>• 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.</li> <li>• I can better understand other cultures by listening and relating other peoples' experiences to my own.</li> <li>• It is important to study other cultures and languages so that I can better understand the world I live in.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I communicate with someone in another language?</li> <li>• How can I understand a different language and culture?</li> <li>• What can you learn about a person's identity through their experiences?</li> <li>• How does my way of life compare to other cultures?</li> <li>• Why is it important to communicate in other languages and experience other cultures?</li> </ul>	
<b>Students will know that...</b>	<b>Students will be able to...</b>	
<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
LINGUISTIC:	<b>7.1.NM.A.1</b>	Recognize familiar spoken or written words and phrases

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<p><b>Interpretive Mode:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>		<p>contained in culturally authentic materials using electronic information sources related to targeted themes.</p>
<p><b>Interpersonal Mode:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can use <i>memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> <li>• Respond to learned questions.</li> <li>• Ask memorized questions.</li> <li>• State needs and preferences.</li> <li>• Describe people, places, and things.</li> </ul> <p><b>Presentational Mode:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can use <i>memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> <li>• Make lists.</li> <li>• State needs and preferences.</li> <li>• Describe people, places, and things.</li> </ul> <p><b>CULTURAL:</b></p> <ul style="list-style-type: none"> <li>• Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: <b>self, friends, family, pets, community</b>, physical/personality descriptions, and school.)</li> <li>• Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should</li> </ul>	<p><b>7.1.NM.A.2</b></p>	<p>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
	<p><b>7.1.MN.A.4</b></p>	<p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>
	<p><b>7.1.NM.B.1</b></p>	<p>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>
	<p><b>7.1.NM.B.5</b></p>	<p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>
	<p><b>7.1.NM.C.1</b></p>	<p>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.</p>
<p><b>7.1.NM.C.4</b></p>	<p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	

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include, but are not limited to: **greetings/polite words, direction words, the celebration of New Year's**, other authentic celebrations, songs, and dances **from the country of Colombia.**)

- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: **foods, fruit**, shopping, eating at home or in restaurants, and wellness practices.)
- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, objects in a home, **places in the community**, seasons and weather within the community.)
- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: **food and shelter.**)
- Maps, calendars, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: **months of the year**, history, economics, science, and geography.)
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target

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language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: **all content areas** and **popular culture**.)

**Stage 2: Assessment Evidence:**

**Performance Task/Benchmark Assessment:**

You are going to be meeting new Spanish friends over the Internet. They want to see what your community looks like. Your task is to show them where you live and what your community looks like by creating a map of your community (use real pictures of landmark places within Mount Laurel) and labeling it in Spanish. After your map is created, your challenge will be to present your map using the Spanish language to your new Internet friends. Making your new friends understand what your community looks like and the things found in the community will mean that you have successfully completed this task.

\*Note to Teacher: Before starting Performance Task, you need to find another school to Skype with to share the end community maps. A suggested website to visit to find this class is [www.epals.com](http://www.epals.com).

**Other Assessments:**

**Stage 3: Learning Plan**

**Suggested Learning Activities:**

Greetings and Polite Words Activities:

- YouTube video: Spanish 1.1 – Greetings and Introductions
- Have a conversation practicing asking and answering questions using a script from (*Teach them Spanish* Grade 2/P. 79-81)
- Introduce new greetings (*Teach them Spanish* Grade 2/P.9) and practice using them during Morning Meeting with intonation

- Read poem *Seasonal Verses* (*Teach them Spanish* Grade 4/P. 85). Have the students memorize a verse and recite it
- Create a calendar in Spanish and post important Colombian holidays on the calendar

Foods and Fruits Activities:

- YouTube video: Handy Food Vocab 1 – Meals

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- Sing “Hola Chicos” (*Teach them Spanish* Grade 2/P. 75)
- Give Phrases: “Good Night”, “Good Morning” and “Good Afternoon” in Spanish and have students illustrate what happens during those times of day
- Use Spanish greetings to greet the children in the morning and say goodbye at the end of the day
- Play Si, No game (*Teach them Spanish* Grade 4/P. 7 and 9)

Direction Word Activities:

- Introduce direction words using the compass (*Teach them Spanish* Grade 4/P. 77)
- Play Directions Word Bingo (*Teach them Spanish* Grade 4/P. 76 and 82)
- YouTube video: Handy Vocab – Positions and Directions Video
- Play Spanish Bee game in (*Teach them Spanish* Grade 4/P. 76) where students complete Spanish sentences using direction words
- Every Which Way word search (*Teach them Spanish* Grade 4/P. 78)
- Direction Puzzle (Crossword Puzzle) (*Teach them Spanish* Grade 4/P. 79)

Months of the Year Activities:

- Review months of the year during calendar at Morning Meeting daily
- Label classroom calendar with Spanish labels above the English month labels
- Write the name of the months and draw pictures of what happens during the months using chart (*Teach them Spanish* Grade 3/P. 29)
- Sing “Happy Birthday” in Spanish (Cumpleanos Feliz) (*Teach them Spanish* Grade 3/P. 81)

- Translate a menu from Spanish to English or create your own Spanish menu (Spanish menu: <http://cafe50s.com/café-50s.php?mod=spanish-menu>)
- Watch Spanish cooking show on YouTube: Spanish TV Cooking Shows and then have the students create a video of their own
- Look at recipes from Columbia and translate to English ([www.mycolumbiarecipe.com](http://www.mycolumbiarecipe.com))
- Play the game “Me Gusta Comer” (*Teach them Spanish* Grade 3/P. 35)

Places to Go Activities:

- Match Spanish words to pictures in the Around the Town Activity found (*Teach them Spanish* Grade 3/P. 39)
- Up the Street Word Search (*Teach them Spanish* Grade 3/P. 40)
- Show pictures comparing places in Colombia to Mt. Laurel places
- Use GoogleEarth to zoom in on places in the communities of Mt. Laurel and Colombia to show the differences
- Picture book: *Family Pictures/Cuadros de Familia* by Carmen Lomas Garza

New Year’s in Colombia Activities:

- Informative Website (Teachers Only): <http://raisingcolumbiankids.blogspot.com/2010/12/Columbia-n-new-year-traditions.html>
- Complete a Venn Diagram comparing New Year’s celebrations in the United States to celebrations in Colombia
- Informative Website about New Year’s traditions in Colombia: [www.123newyear.com/newyear-traditions/columbia.html](http://www.123newyear.com/newyear-traditions/columbia.html)
- Picture book: *Happy New Year, Everywhere!* by Arlene Erlbach
- Replicate a Colombian New Year’s Eve celebration

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**Core Instructional Materials:**

*Teach them Spanish (Grades 1 -4)*

**Unit Strategies/Modifications:**

**Special Education Students:**

- Development of target vocabulary
- Scaffolding comprehension and content-area reading
- Decreasing the amount of work presented or required
- Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers
- Teaching key aspects of a topic. Eliminating nonessential information
- Providing study guides
- Allowing students to correct errors (looking for understanding)
- Marking students' correct and acceptable work, not the mistakes
- Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- Modifying tests to reflect selected objectives
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- Reducing the number of answer choices on a multiple choice test
- Allowing the use of note cards or open-book during testing
- Utilizing graphic organizers
- Providing visuals
- Strategic grouping

**Gifted Students:**

- Guided Reading Groups
- Literature Circles
- Flexible grouping in content areas

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Independent projects  
Differentiated product assignments  
Student Choice  
Multiple texts  
Multiple intelligence options  
Group investigation  
Research  
*Bloom's Taxonomy* - Stress higher order thinking skills  
*Habits of Mind*  
*Webb's Depth of Knowledge* – Emphasis on Level 3 and 4

**Students at Risk of Failure:**

TIME Mentor Program  
Classroom Instruction that Works  
Creating the Opportunity to Learn  
Adjust time for completion of assignments  
Allow frequent breaks  
Modify assignments requiring copying in a timed situation  
Leave class for assistance  
Preferential seating  
Reduce/minimize distractions  
Emphasize teaching (auditory, visual, auditory, tactile)  
Individual/small group instruction  
Record lectures for replay  
Emphasize critical information/key concepts  
Pre-teach vocabulary  
Provide visual cues  
Modify homework  
Use written backup for oral directions  
Adjust length of assignment  
Break assignments into smaller units  
Read directions to student

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Maintain assignment notebook/student planner  
Positive reinforcement  
Frequent checks for understanding  
Peer tutoring  
Emphasize study/organizations skills  
Adapt assessments

**English Language Learners:**

WIDA Can-Do Descriptors [http://www.wida.us/standards/CAN\\_DOs/](http://www.wida.us/standards/CAN_DOs/)

Development of target vocabulary

Scaffolding comprehension, content-area reading

Decreasing the amount of work presented or required;

Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers

Teaching key aspects of a topic.

Eliminating nonessential information.

Allowing students to correct errors (looking for understanding);

Marking students' correct and acceptable work, not the mistakes;

Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

Modifying tests to reflect selected objectives;

Using true/false, matching, or fill in the blank tests in lieu of essay tests;

Reducing the number of answer choices on a multiple choice test;

Allowing the use of note cards or open-book during testing;

Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student

**Suggested Technology Integration:**

<http://dotsub.com/> has a wide range of language videos

[www.google.com/google-d-s/tour1.html](http://www.google.com/google-d-s/tour1.html) create surveys for your students on the Spanish language and culture

[www.youtube.com](http://www.youtube.com) search for videos of Spanish language using targeted theme key words

[www.voicethread.com](http://www.voicethread.com) allows students to respond to a question or comment posted by teacher or another student

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<http://prezi.com> allows students to create an online presentation  
[www.epals.com](http://www.epals.com) allows teachers to search for a classroom connection throughout the world and request specific connection needs  
[www.hello-hello.com](http://www.hello-hello.com) allows students and teachers to learn about different languages and find others to communicate with  
[www.skype.com](http://www.skype.com) software to download that allows your class to talk and video call with classrooms across the world  
[http://www.123teachme.com/learn\\_spanish/spanish\\_for\\_children](http://www.123teachme.com/learn_spanish/spanish_for_children) has great resources for teachers and games for the students  
<http://www.storyplace.org/> listen to interactive children's stories in Spanish and English  
<http://www.learn4good.com/kids/index.htm> interactive website with games for students and resources for teachers  
<http://www.curriculum21.com/clearinghouse> includes links to many sites that make integrating technology easy

**Suggested Literacy Integration:**

Books to Teach Foods:

*Los alimentos de Maisy* by Lucy Cousins  
*Frutas y vegetales* by Gladys Rosa Mendoza

Books on Friendship:

*Margaret and Margarita/ Margarita y Margaret* by Lynn Reiser  
*My Way/A mi manera – A Margaret and Margarita Story* by Lynn Reiser

Books that Show Spanish Culture:

*The Story of Ferdinand* by Munroe Leaf  
*The Day it Snowed Tortillas* by Joe Hayes

Books on Family:

*In My Family/En Mi Familia* by Carmen Lomas Garza  
*I Love Saturdays y domingos* by Alma Flor Ada  
*Abuela* by Arthur Dorros  
*Papa and Me* by Arthur Dorros

Books on Immigration:

*My Diary from Here to There* by Amanda Irma Perez  
*I Hate English!* by Ellen Levine

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Book on Thankful Phrases:

*Gracias/Thanks* by Pat Mora

Book on Colors:

*My Colors, My World/Mis colores, mi mundo* by Maya Christina Gonzalez