

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 4th	Unit #: 1	Pacing: 4-6 weeks
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Unit Title: La Escuela

OVERVIEW OF UNIT:

Using key vocabulary, students will learn numbers 0-100, ordinal numbers, foreign currency, use of classroom expressions and classroom objects, recognize school schedules and compare their school with Hispanic schools.

Big Ideas

- Spanish forms plurals through addition of “s” or “es”
- Spanish has definite and indefinite articles
- In Spanish, definites and indefinites modify the noun according to number and gender
- Target language uses the interrogative “A qué hora?” to ask : “ At what time?”
- Target language uses the interrogative “Cuánto” to ask “How many” and “ How much”
- Target language uses in context: Necesito and Tengo to express what supplies are needed for school
- Money/currency varies in different countries.
- Target language uses the interrogative “Que hora es?” to ask “What time is it?”
- Target language uses responses such as “es la” or “son las” for the current time
- Target language uses in context : “Tegusta” and the interrogative “Porque” for do you like the class and why
- Target language uses “Tenerque” to express that someone has to do something
- Target language uses “Hay que” to express general saying of what one must do

Essential Questions

- How do I express what I need and what I have for my classes?
- How do I express how many?
- How do I express “At what time”?
- How do I explain my schedule?
- How do I ask: “How much does something costs?”
- How do I explain why I like/dislike my classes and why?
- How do I express what activities I have to do in my classes?
- How do I express what activities one must do in school to be a good student?

Objectives

- Students will be able to identify what they need and have for their classes
- Students will be able to communicate specific phrases (eg. How many? At what time? How much does something cost?)

- Students will be able to describe their schedule to a friend
- Students will be able to explain why they like or dislike their classes
- Students will be able to describe the activities they participate in during class
- Students will be able to identify what activities a student must do in school to be a good student

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- School supplies
- Classroom objects
- Ordinal numbers and time
- Prepositions
- School subjects

Resources & Materials

- “Hola” textbook
- “Viva el Español” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will use Google Classroom and Google Apps for Education will be used to recreate their schedule for others and list the items needed for each class using different types of computer programs.

Standard	Standard Description
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Integration

Activities:

- Students will recreate their schedule for others and list the items needed for each class using different types of computer programs.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLs-ELA W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will recreate their schedule for others and list the items needed for each class using different types of computer programs.

Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

Activities:

- Students will recreate their schedule for others and list the items needed for each class using different types of computer programs.

Practice	Description
Demonstrate creativity and innovation.	Students 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.

Standards	
Standard #	Standard Description
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.
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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.PRSENT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSENT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention

- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 4th	Unit #: 2	Pacing: 4-6 weeks
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Unit Title: Celebrations/Culture

OVERVIEW OF UNIT:

Using key vocabulary, students will learn and compare customs, traditions, and fiestas celebrated in Spanish-speaking countries, including El Dia de los Muertos, Piñatas, Monarch Butterflies, La Navidad, Las Posadas, El Año Nuevo, Epiphany, Quinceañera

Big Ideas

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify famous Latinos
- Identify significant historical battles
- Answer questions related to celebrations and culture.
- Perform a culturally authentic dance associated with a particular target culture celebration.
- Explore Hispanic legends
- Identify Spanish-speaking countries and capitals.
- Explore the relationship between the Hispanic culture and their religious beliefs

Essential Questions

- How do I describe authentic holidays and celebrations?
- How do I locate Spanish-speaking cities and capitals on a map?
- How do I compare and contrast the relationship between the Hispanic and their religious beliefs to their own?
- How do I distinguish differences within the dances of Spanish-speaking countries and their origin?
- How do I research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products?

Objectives

- Students will be able to describe authentic holidays and celebrations for various cultures.
- Students will be able to locate Spanish-speaking cities and capitals on a map.
- Students will be able to compare and contrast the relationship between the Hispanic and their religious beliefs to their own
- Students will be able to distinguish differences between the dances of Spanish-speaking countries and their origins.
- Students will be able to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Names and capitals of Hispanic countries
- Traditions of major Hispanic holidays
- Names of influential Hispanic-Americans
- Cinco de Mayo / Battle of Puebla
- Monarch Butterflies / Migratory Animals

Resources & Materials

- “Hola” textbook
- “Viva el Espanol” – systems A,B
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Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.

Standard	Standard Description
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Integration

Activities:

Students will research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products.

Resources:

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21st Century Life Skills Standards

Activities:

- Students will research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products.

Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

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Practice	Description
Demonstrate creativity and innovation.	Students 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

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Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education
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English Language Learners (ELL)

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Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 4th	Unit #: 3	Pacing: 4-6 weeks
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Unit Title: All About Me

OVERVIEW OF UNIT:

Students use the target language to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their identity.

Big Ideas

- Recognize descriptions of people as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics and personality qualities using digital tools.
- Answer simple questions related to physical characteristics and personality qualities using digital tools.
- Use appropriate greetings and leave-taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.

Essential Questions

- How do I express physical characteristics?
- How do I explain personality qualities?
- How do I express numbers 1-31?
- How do I express emotions and age?
- How do I express where one lives and goes to school?

Objectives

- Students will be able to utilize Spanish vocabulary to describe physical characteristics.
- Students will be able to explain personality qualities.
- Students will be able to recite numbers 1 – 31.
- Students will be able to express emotions and age.
- Students will be able to describe where they live and go to school.

Assessment	
<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● observation ● self-reflections ● teacher-student conferences <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● online quizzes & tests ● projects 	<p>Benchmark:</p> <ul style="list-style-type: none"> ● Unit Pre-Test <p>Alternative:</p> <ul style="list-style-type: none"> ● performance tasks ● projects

Key Vocabulary
<ul style="list-style-type: none"> ● Physical characteristics, Personality traits, Hair & eye color, Age, and birthday of people and family ● Cultural products, practices, and perspectives related to family ● Home life activities ● Professions ● Relationship between family members

Resources & Materials
<ul style="list-style-type: none"> ● “Hola” textbook ● “Viva el Espanol” – systems A,B ● “Hola” workbooks ● Authentic Spanish Literature ● Videos – Latin American culture/geography/vocabulary ● Teacher’s Discovery – vocabulary set ● Scholastic News Magazine & Online Sources ● Promethean Board ● Teacher-made resources

Technology Infusion				
<p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Chromebook ● Google Classroom ● Promethean Board <p>Student Technology:</p> <ul style="list-style-type: none"> ● Google Classroom ● Chromebooks ● Internet Sources <p>Activities:</p> <ul style="list-style-type: none"> ● Students will utilize Google Apps for Education to present information describing themselves using Spanish vocabulary. 				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; text-align: left; padding: 5px;">Standard</th> <th style="text-align: left; padding: 5px;">Standard Description</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table>	Standard	Standard Description		
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Interdisciplinary Integration

Activities:

- Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

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21st Century Life Skills Standards

Activities:

- Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

Activities:

- Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

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<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher

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English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
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- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 4th	Unit #: 4	Pacing: 4-6 weeks
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Unit Title: El Cuerpo

OVERVIEW OF UNIT:

Using key vocabulary, students will learn the names of parts of the body with the correct gender of each noun. Clothing vocabulary will be reviewed and used to tell where they are worn and in what type of weather.

Big Ideas

- Spanish uses the definite article with clothing items
- Spanish uses adjectives with clothing / correct gender
- Spanish uses hace and están weather expressions
- Spanish places adjectives after the noun they describe
- Spanish places the day before the month when writing the date
- Spanish varies in its word order placement of adverbs of frequency
- Spanish uses gustar + infinitive to describe activities that one likes to do
- Spanish uses querer/necesitar + infinitive to describe what one wants/needs to do
- Spanish uses to verb Llevar to describe what one is wearing
- Definite vs indefinite articles

Essential Questions

- How do I describe what I'm wearing?
- How do I match clothing with parts of the body?
- How do I ask what the weather is like?
- How do I describe the weather?
- How do I ask someone what they are packing in their suitcase?
- How do I ask someone where they are going on vacation?
- How do I describe what I do, like to do, and don't like to do on vacation?
- How do I ask someone when they do various activities?
- What do people from Spanish-speaking countries do/go on vacation?

Objectives

- Students will be able to describe various items of clothing.
- Students will be able to identify and describe the weather.
- Students will be able to converse with people about where they are going on vacation.
- Students will be able to converse with people about what they are packing in their suitcase.
- Students will be able to describe what they like to do and don't like to do on vacation.
- Students will be able to question people about when they do various activities.

- Students will be able to identify where people from Spanish-speaking countries go on vacation and what they do

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Parts of the body
- Months of the year
- Seasons
- Articles of clothing
- Colors
- Weather expressions
- Vacation activities

Resources & Materials

- “Hola” textbook
- “Viva el Español” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
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Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Google and Google Apps for Education will be utilized to research and present information about locations where Spanish-speaking people go and things they do when on vacation.

Standard	Standard Description
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Integration

Activities:

- Students will research and present information about locations where Spanish-speaking people go and things they do when on vacation.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will research and present information about locations where Spanish-speaking people go and things they do when on vacation.

Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

Activities:

- Students will research and present information about locations where Spanish-speaking people go and things they do when on vacation.

Practice	Description
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Demonstrate creativity and innovation.	Students 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.
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Standards	
Standard #	Standard Description
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.
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7.1.NM.PRSENT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks

- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
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- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 4th	Unit #: 5	Pacing: 4-6 weeks
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Unit Title: La Comida

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to order food and express their likes and dislikes of different foods in a restaurant. They will compare and contrast meal times and typical foods in Spanish-speaking countries with their practices.

Big Ideas

- People in other countries have different meal times from those in the U.S.
- Gusta vs gustan
- Más que menos que to make comparisons
- Uses tener to express hunger and thirst
- Uses pedir to order in a restaurant
- Introduction of other important verbs related to restaurant/food: tomar, beber, poner
- “de” for possession (Use for ice cream, soup, and sandwich: helado de chocolate)
- Adverbs of frequency placement
- Interrogative ¿Qué? + conjugated verb comer/tomar/beber

Essential Questions

- How do I describe the names of Spanish foods?
- How do I order at a restaurant?
- When do people in Spain eat meals? What do they eat? What is the biggest meal of the day?
- How do I tell a waiter that silverware is missing?
- How do I order from a menu?
- How do I express foods I like/dislike?
- How do I express food I like/ dislike using superlatives?
- How do I tell someone what I typically eat for breakfast and ask the same of others?
- How do I describe professions in restaurants and other places?

Objectives

- Students will be able to identify the names of Spanish foods.
- Students will be able to describe how to order when in a restaurant.
- Students will be able to explain when people eat, what they eat, and what the biggest meal of the day is for people living in Spain.
- Students will be able to describe silverware items and order food from a menu
- Students will be able to identify what foods they like and dislike using various Spanish terms.

- Students will be able to explain what they typically eat for breakfast and ask others the same
- Students will be able to describe professions in restaurants and other places.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Foods
- Place settings
- Preferences using “gustar”
- What I want to eat/order in a restaurant
- Meal times
- Typical foods in Spain
- Professions (waiter, waitress, etc.)

Resources & Materials

- “Hola” textbook
- “Viva el Español” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

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Student Technology:

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Activities:

- Google and Google Apps for Education will be utilized to research and present information about the different types of foods eaten in Spanish-speaking countries.

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