

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 4th	Unit #: 1	Pacing: 4 - 6 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● How do I express what I need and 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 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?

- 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

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 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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

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/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education 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
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

CRP #	Practice
6	Demonstrate creativity and innovation.

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.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 - 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ 	<ul style="list-style-type: none"> ● 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

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode 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/ 	<p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 4th	Unit #: 2	Pacing: 4 - 6 weeks
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, Pinatas, Monarch Butterflies, La Navidad, Las Posadas, El Ano Nuevo, Epiphany, Quinceanera

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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 dances 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 	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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 origin.
- 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
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources

- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

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:

- 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>
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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
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- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Activities:

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

CRP #	Practice
6	Demonstrate creativity and innovation.

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.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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,

<ul style="list-style-type: none">● 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/			<p>deadlines, evaluations, transformations</p> <ul style="list-style-type: none">● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 4th	Unit #: 3	Pacing: 4 - 6 weeks
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 personal identity.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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 one lives and goes to school.

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

- 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

- “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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will utilize Google Apps for Education to present information describing themselves using Spanish vocabulary.

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 internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

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/>
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Standard	Standard Description
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

CRP #	Practice
6	Demonstrate creativity and innovation.

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.
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

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

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Spanish uses definite article with clothing items ● Spanish uses adjectives with clothing / correct gender ● Spanish uses hace and está in weather expressions ● Spanish places adjectives after the noun it describes ● 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 want/ need to do ● Spanish uses to verb Llevar to describe what one is wearing ● Definite vs indefinite articles 	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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 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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

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 Education 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
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

CRP #	Practice
6	Demonstrate creativity and innovation.

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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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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

<ul style="list-style-type: none">● 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/			<p>problems, audiences, deadlines, evaluations, transformations</p> <ul style="list-style-type: none">● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to order food and express 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 own practices.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● People in other countries have different meal times than 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 	<ul style="list-style-type: none"> ● How do I describe 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 restaurant
- Meal times
- Typical foods in Spain
- Professions (waiter, waitress, etc.)

Resources & Materials

- “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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

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.

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 the different types of foods eaten in Spanish-speaking countries.

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 Education 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
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Life Skills Standards

Activities:

- Students will research and present information about the different types of foods eaten in Spanish-speaking countries.

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 the different types of foods eaten in Spanish-speaking countries.

CRP #	Practice
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