



West Windsor-Plainsboro Regional School District
Spanish Grade 4

**Unit 1: Las personas en mi mundo
(The people in my world)**

Content Area: World Language

Course & Grade Level: Grade 4 Spanish

Summary and Rationale

During fourth grade, students develop communicative skills that will allow them to talk about people in their world in Spanish. They will focus on describing physical characteristics and personality traits to identify different people. In this unit, students recognize the importance of valuing, respecting, and celebrating each individual in our community.

40 lessons (40 minutes twice a week)

2020 New Jersey Student Learning Standards – World Languages

Standard 7.1 World Language:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Standard 7.1.NM Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

| CPI # | Cumulative Progress Indicator (CPI) |
|----------------|---|
| 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.IPRET.5 | Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. |

Standard: 7.1.NM Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

| CPI # | Cumulative Progress Indicator (CPI) |
|----------------|---|
| 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.IPERS.6 | Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. |

Standard: 7.1.NM Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

| CPI # | Cumulative Progress Indicator (CPI) |
|----------------|--|
| 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. |
| 7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.PRSNT.6 | Name and label tangible cultural products associated with climate change in the target language regions of the world. |

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Reading Informational Text

| CPI # | Cumulative Progress Indicator (CPI) |
|--------------|---|
| RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Critical Thinking and Problem-solving

| CPI # | Cumulative Progress Indicator (CPI) |
|--------------|--|
| 9.4.5.CT.4: | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |

New Jersey Student Learning Standards for Computer Science and Design Thinking

Impacts of Computing

| CPI # | Cumulative Progress Indicator (CPI) |
|--------------|--|
| 8.1.5.IC.2: | Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. |

New Jersey Learning Standards for Social Studies

Civics, Government, and Human Rights: Civic Mindedness

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| 6.1.5.CivicsCM.3 | Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives |
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Instructional Focus

Unit Enduring Understandings

Children will understand that:

- Being welcomed, valued, respected and celebrated requires knowing about yourself and others.
- Each individual is unique and should be respected.
- There are formulaic questions and expressions in Spanish that are essential when meeting and getting to know people.
- It is important to listen, observe, and actively participate when learning another language.
- Describing physical characteristics and personality traits are important to visualize conversation, recognize perspectives and make connections.

Unit Essential Questions

- Who am I and how can I get to know the people in my world?
- What cues do I listen and watch for before I respond to questions and statements about myself and/or others?
- How can I improve my communication in Spanish with my teacher and classmates?
- What makes us unique? How? Why?
- What do I do when I am stumped in a conversation with others and cannot find the word I am looking for?
- How can I get the things I need when I do not know all the words and expressions to ask the right questions?

Objectives

Students will know:

- The Spanish Classroom contract: Respeto, Mirar, Escuchar, Concentración, Hablar en español. (Respect, Look, Listen, Concentrate, Speak Spanish).
- Culturally appropriate gestures and body language to convey and interpret meaning.
- Personality traits and physical characteristics. Key vocabulary: *inteligente, simpático/a, cómico/a, alto/a, bajo/a, mediano/a, delgado/a, no es delgado/a, fuerte, débil, bonita, guapo/a*.
- Key vocabulary for body parts.
- Descriptive adjectives, expressions and the third person singular form of the verbs: *es, no es, tiene, no tiene*.
- Numbers from 0 to 200 to obtain measurement using the metric system.
- Types of questions to elicit responses (*si/no*; options questions, *es/tiene*).
- Formulaic questions and answers used to identify someone (*¿Cómo es....?*) and *¿Cuánto mide....?*) for measurement purposes.

Students will be able to:

- Identify and follow the five key elements of the Spanish Classroom contract.
- Give and follow instructions.
- Recognize culturally appropriate gestures and body language to convey and interpret meaning.
- Apply personality traits and physical characteristics to identify a person using key vocabulary: *inteligente, simpático/a, cómico/a, alto/a, bajo/a, mediano/a, delgado/a, no es delgado/a, fuerte, débil, bonita, guapo/a*.
- Illustrate and describe a creature employing key vocabulary for body parts.
- Describe people in my world using the third person singular form of the verbs: *es, no es, tiene, no tiene*.
- Report measurement in the metric system (*¿Cuánto mide....?*).
- Ask and answer questions to identify a person in my world (*si/no*; options questions, *es/tiene* & *¿Cómo es....?*).
- Present a person/creature orally and/or in writing.

Evidence of Learning

Assessment:

Formative Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting using a variety of formative assessments across the three modes of communication. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

4th grade suggested assessments:

- Hand signals such as thumbs up/down
- TPR gestures for showing understanding
- Concept map/graphic organizers
- Think-Pair-Share mini sessions
- Observing group discussion for understanding of objective
- Classroom based activities using digital tools (Padlet, Flipgrid, Kahoot, Jamboard, Quizlet, Peardeck, Liveworksheets)

Summative Assessment

The three modes of communication provide the organizing principle for describing language performance and proficiency:

Interpersonal assessments measure a student’s ability to interact, negotiate, and converse in the target language, either orally or in writing

Interpretive assessments measure a student’s ability to understand and process what is read, heard, or viewed in the target language

Presentational assessments measure a student’s ability to produce either spoken or written communication in the target language

4th grade common assessment:

Students will draw a monster and create a presentational task in writing and/or orally to describe their monster.

Alternative Assessment

Modifications and acomodations are made for 504 and IEP students depending on individual needs.

Benchmark

Benchmark checks are ongoing and governed by grade level appropriate ACTFL proficiency guidelines and performance descriptors as evidenced by AAPPL assessments and in class observation, interpersonal engagement and small/whole group integration.

Resources

Suggested Resources:

Texts:

- “El monstruo de colores” by Anna LLenas
- “Parts” by Ted Arnold
- “Measuring Penny” by Loreen Leedy

Videos:

Body Parts:

- El cuerpo (Videoele):  El cuerpo. Nivel A1
- Partes del cuerpo (Rockalingua):
 -  Las partes del cuerpo . Song to learn the Parts of the body in Spanish for kids
 -  Partes del cuerpo para niños | Cuentos Infantiles para dormir | Aprender con Steve and Maggie Esp...
 -  Monstruo para niños | Cuentos para Niños | Steve and Maggie Español | Videos para Niños
- Andrea Arribas:  Si yo fuera un monstruo
- Monstruo Rosa (Olga de Dios):  Cuento Monstruo Rosa # Cuento Infantil
- Mi amigo Bob (Rockalingua):  Mi Amigo Bob Rockalingua1

Personality Traits:

- Mis Cualidades (Flor Angel Paredes Lopez) : [Mis Cualidades](#)
- Conociendo mis cualidades- ¡Así soy yo!:
- ▶ **CONOCIENDO MIS CUALIDADES - ¡Así soy yo! / Actividad extra (Aprendo en Casa - Del 05...**
- Medidas de longitud (explicación sencilla): [Medidas de longitud - Explicación sencilla](#)

Measuring:

- [Teaching resources for the text "Measuring Penny"](#)
- Pet stuffed animal: [Body parts measurements](#)

Additional Resources:

- Teacher selected visuals related to content
- Teacher created materials
- Drawing materials (Dry erase boards, markers, erasers, charts and construction paper)
- Games (memory, matching, guessing, Eggspert, "Headbands" game, Flyswatter)
- Classroom based activities using digital tools (Padlet, Flipgrid, Kahoot, Jamboard, Quizlet, Peardeck, Liveworksheets)
- AAPPL activities (3 modes of communication)

**Unit 2: “La pesadilla de Pepe”
(Pepe’s Nightmare)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 4

Summary and Rationale

Stories are core to who we are as people. All over the world, people tell stories, write stories, listen to stories, and read stories for pleasure and for informational purposes. The context of the second unit centers on retelling a story based on physical characteristics, emotions, and unpredictable events. Additionally, students will expand upon vocabulary and language functions from Unit 1 to promote collaboration and problem solving to develop language fluency and proficiency. The target for grade 4 Spanish is to continue progressing through the range within the Novice-Mid level of proficiency, as defined by ACTFL.

20 lessons (40 minutes twice a week)

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| 6.1.5.CivicsCM.3 | Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives |
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Instructional Focus

Unit Enduring Understandings

Children will understand that:

- Each individual is unique and should be respected.
- It is important to listen, observe and actively participate when learning another language.
- Learners do not need to know all the words that they hear because they can convey and interpret meaning through the use of gestures, body language, rephrasing and circumlocution.
- Describing physical characteristics and personality traits are important to visualize conversation, recognize perspectives and make connections.
- There are formulaic questions and expressions in Spanish that are essential when retelling a story.
- People can communicate using pictures in a sequence to retell a story.
- Telling a story improves performance and proficiency in the language.

Unit Essential Questions

- What language functions do I need to retell a story?
- What cues do I listen and watch for before I respond to questions and statements about a story?

- How can I improve my communication in Spanish with my teacher and classmates?
- What do I do when I am stumped in a conversation with others and cannot find the word I am looking for?
- How can I get the information I need when I do not know all the words and expressions to ask the right questions?
- How do I use inferencing skills to better comprehend a story in another language?

Objectives

Students will know:

- The Spanish Classroom contract: Respeto, Mirar, Escuchar, Concentración, Hablar en español. (Respect, Look, Listen, Concentrate, Speak Spanish).
- Language functions to retell a story.
- Culturally appropriate gestures and body language to convey and interpret meaning in a story.
- Key vocabulary and structures to describe emotions (feliz, triste, asustado, frustrado, sorprendido/preocupado, enojado, confundido).
- Descriptive adjectives, expressions and the third person singular form of the verbs: *es, no es, tiene, no tiene, está, no está*.
- Physical descriptions using parts of the body from Unit 1.
- Vocabulary and functions to narrate a story [*Los pelos de Pepe*] (*un día, había una vez, entonces, luego, después, finalmente*).
- Formulaic questions and answers to identify a character and different elements in a story (*si/no; options questions, es/tiene, ¿Cómo es? ¿Cómo está? ¿Por qué?*).
- How to retell a story orally and in writing.

Students will be able to:

- Identify and follow the five key elements of the Spanish Classroom contract.
- Identify key vocabulary and structures to describe emotions (feliz, triste, asustado, frustrado, sorprendido/preocupado, enojado, confundido).
- Identify body parts from Unit 1.
- Describe the character in the story using the third person singular form of the verbs: *es, no es, tiene, no tiene, está, no está*.
- Recognize culturally appropriate gestures and body language to convey and interpret meaning.
- Give detailed descriptions orally and/or in writing of an imaginary character using body parts and emotions.
- Identify, compare, and contrast different physical characteristics and emotions of the imaginary character throughout the story.
- Ask formulaic questions and answers to identify a character and different elements in a story (*si/no; options questions, es/tiene, ¿Cómo es? ¿Cómo está? ¿Por qué?*).
- Apply vocabulary and language functions to retell a story.
- Create simple sentences to build paragraphs to retell a story.
- Retell (orally and in writing) the story "*Los pelos de Pepe*" using transitional vocabulary (*un día, había una vez, entonces, luego, después, finalmente*).

Evidence of Learning

Assessment:

Formative Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting using a variety of formative assessments across the three modes of communication. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

4th grade suggested assessments:

- Hand signals such as thumbs up/down
- TPR gestures for showing understanding
- Concept map/graphic organizers
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- Observing group discussion for understanding of objective
- Classroom based activities using digital tools (Padlet, Flipgrid, Kahoot, Jamboard, Quizlet, Peardeck, Liveworksheets)

Summative Assessment

The three modes of communication provide the organizing principle for describing language performance and proficiency:

Interpersonal assessments measure a student’s ability to interact, negotiate, and converse in the target language, either orally or in writing

Interpretive assessments measure a student’s ability to understand and process what is read, heard, or viewed in the target language

Presentational assessments measure a student’s ability to produce either spoken or written communication in the target language

4th grade common assessment:

- Students will create a presentational task in writing and/or orally to retell the story, “*Los pelos de Pepe.*”

Alternative Assessment

Modifications and [accommodations](#) are made for 504 and IEP students depending on individual needs.

Benchmark

Benchmark checks are ongoing and governed by grade level appropriate ACTFL proficiency guidelines and performance descriptors as evidenced by AAPPL assessments and in class observation and tasks.

Resources

Suggested Resources:

Core Text:

“*Los pelos de Pepe*” TPR Storytelling by Valeri Marsh and Christine Anderson Illustrated by Justin Greene 2002

Videos:

- ▶ Mis Emociones 😊 😡 😞 😞 | Sentimientos | Hábitos Saludables | Pinkfong Canciones Infantiles
- ▶ *Las emociones básicas para niños - Alegría, tristeza, miedo, ira, asco y sorpresa*
- ▶ *cancion de las emociones para niños 😊 - musica infantil con letra*
- ▶ *Emociones IntensaMente*

Additional Resources:

- Teacher selected visuals related to content
- Teacher created materials
- Drawing materials (Dry erase boards, markers, erasers, chart and construction paper)
- Games (memory, matching, guessing, Eggspert, “Headbands” game, Flyswatter)
- Classroom based activities using digital tools (Padlet, Flipgrid, Kahoot, Jamboard, Quizlet, Peardeck, Liveworksheets)
- Booklet for “*Los pelos de Pepe*”
- AAPPL activities (3 modes of communication)