

Spanish Grade 4 Course Overview

Content Area: **World Language**
Course(s): **SPANISH I**
Time Period: **Full Year Course**
Length: **180 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

Spanish Grade 4

Course Number: 4204

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: 9/01/2016

Curriculum Adoption: 9/01/2016

Course Overview

This **Grade 4 Spanish** curriculum is designed to enable language learners to meet the Novice-Low/Novice-Mid level of proficiency as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey World Language Student Learning Standards. It is designed to move students along the proficiency continuum from Novice-Low to Novice-Mid. Teachers use the ACTFL rubrics for proficiency assessment. Students will demonstrate, through multiple forms of assessments, their ability to communicate in the target language within the novice range in the interpretive, interpersonal and presentational modes of communication.

The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities, is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

Modifications

Special education students

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace

English language learners

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

Students at risk of school failure

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs

Gifted and talented students

- Differentiated instruction
- Higher level contest
- Pair with native speakers

Students with 504 plans

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

Materials and Resources

Personal and Public Identities

¿Qué me pongo?

Science and Geography

Un lunch muy especial

Mis esquís

Science and Technology

Mi Plato

Sing, Laugh, Dance and Eat Tacos

Content Specific Standards

NJSLS World Language

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.

INTERPRETIVE

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.

INTERPERSONAL

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.

PRESENTATIONAL

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.

Interdisciplinary Standards

[Visual and Performing Arts](#)

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

[Social Studies](#)

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Career Readiness, Life Literacies, and Key Skills

[Career Readiness, Life Literacies, and Key Skills](#)

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Computer Science and Design Thinking

[Computer Science and Design Thinking](#)

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Pacing Guide

UNIT ONE			
Theme	Title	Pacing Guide	Summative Assessments
Personal and Public Identities	Who Am I?	Marking Period One	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.
UNIT TWO			
Theme	Title	Pacing Guide	Summative Assessments
Our Community	Our Weather	Marking Period Two and Three	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.
UNIT THREE			
Theme	Title	Pacing Guide	Summative Assessments
Science and Technology	My Plate	Marking Period Three and Four	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.

Formative and Summative Assessment

FORMATIVE ASSESSMENTS

Marzano Scale
Thumbs Up, Thumbs Down

Mini whiteboards
Google Voice Calls
Ticket out the Door/Exit Tickets
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)
Four Corners
Sequence Cards
Window Panes
Planned speaking assessments
Postcard
List Three Things
Venn Diagram
Hand In, Pass Out
Write It Down
Think Pair Share
Think Write Pair Share
Doodle It
Two Roses and a Thorn
Twitter Voting
Backchannel/Todaysmeet
Digital Cork Board: Padlet
Jigsaw Groups
Answer the Essential Question (Verbally or Written)
Make Predictions
Self-Assessment
Inside-Outside Circle
One Sentence Summary
Sentence Frames
Talk a Mile a Minute
Tic-Tac-Toe/Think-Tac-Toe
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have
Numbered Heads Together
Gallery Walk
Just Like Me (Stand up if you....)
Stand up, Hand up, Pair up

SUMMATIVE ASSESSMENTS

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSLs.

Interpretive Task
Interpersonal Task
Presentational Speaking Task

BENCHMARK ASSESSMENTS

Third quarter Integrated Performance Assessment

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

ALTERNATIVE ASSESSMENTS

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

Grading Procedures and Evaluation

-

GRADING GUIDELINES

Students will meet the Novice-Mid language proficiency on the themes, topics and essential questions taught this year. Teachers will use district rubrics to assess students. These rubrics are tied to both the New Jersey Student Learning Standards and the ACTFL* World-Readiness Standards for Learning Languages. Students will receive one grade on the report card for the following:

- Listens and responds effectively

The grades are:

- Special Commendation
- Steady Progress
- Needs Improvement

COURSE EVALUATION Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Other Information

SPANISH: GRADE 4

SCED Number

56098

Grade Level

4

Schools

Bowne-Munro, Central, Chittick, Frost, Irwin, Lawrence Brook, Memorial, Warnsdorfer

Course Code

4204

NCES Level/Rigor

General Education

Minutes Per Week

40

Course Duration

Full Year

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards

Career Readiness, Life Literacies and Key Skills

Comprehensive Health and Physical Education

Language Arts Literacy

NJ Student Learning Standards

SMathematics

Science

SSocial Studies

NJ Student Learning Standards

Computer Science and Design Thinking S

Visual and Performing Arts S

SWorld Languages P

