

**Quinton Township School District**  
**Spanish**  
**4th Grade**

**Pacing Chart/Curriculum MAP**

**Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Monstruos Tontos	<b>Pacing:</b>	12 days
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**Unit Summary:** Students will learn to create and describe a silly monster.

**Objectives:**

- SW learn to identify parts of the face.
- SW learn to identify parts of the body.
- SW learn to match the nouns with the correct articles.
- SW learn to form plural words of body parts.
- SW learn to describe a silly monster.
- SW learn to effectively use Google applications and other websites to complete assignments.

**Essential Questions:**

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

**Common Core State Standards/Learning Targets:**

- 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.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.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.

*LA.4.RL.4.1 - [Progress Indicator] - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.*

*LA.4.RL.4.3 - [Progress Indicator] - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).*

*LA.4.RF.4.4.A - Read grade-level text with purpose and understanding.*

*LA.4.W.4.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic*

*LA.4.W.4.5 - [Progress Indicator] - With guidance and support from peers and adults, develop and strengthen writing as needed by*

*planning, revising, and editing.*

*TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems*

*TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>● Sing songs with parts of the face/body</li> <li>● Dry erase board activity</li> <li>● Total Physical Response (TPR)</li> <li>● Games including TPR, Simon Dice</li> <li>● Senor Huesos project</li> <li>● Worksheets</li> <li>● Exit Slips</li> <li>● Practice monster descriptions</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teacher Made Resources</b></li> <li>● <b><u>Teach Them Spanish: Grade 2</u></b></li> <li>● <b><u>Teach Them Spanish: Grade 4</u></b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● <b><u>Teach Them Spanish (TTS): Grade 2</u></b> <b>p.44-45</b></li> <li>● <b><u>Teach Them Spanish (TTS): Grade 4</u></b> <b>p. 49-51</b></li> <li>● Dry erase boards, markers, erasers</li> <li>● Teacher made worksheets</li> <li>● Teacher made</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Classroom</li> <li>● OnlineFreeSpanish.com (Body Parts)</li> </ul>

		exit slips <ul style="list-style-type: none"> <li>• Senor Huesos Project</li> <li>• Monster pictures</li> <li>• Teacher made Monstruo Tonto project description/rubric</li> <li>• Monster description</li> </ul>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>• <b>Participation in dry erase board activity</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Benchmark: See office for benchmark.</p>

<ul style="list-style-type: none"> <li>● <b>Participation in TPRS/Simon Dice/games</b></li> <li>● <b>Exit Slips</b></li> <li>● <b>Worksheets</b></li> <li>● <b>Senor Huesos project</b></li> <li>● <b>Completion of practice monster descriptions</b></li> </ul>	<p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to draw a silly monster and accurately describe it, including how many of each body part it has.</li> </ul>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	2	<b>Unit Title:</b>	La casa	<b>Pacing:</b>	7 days
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**Unit Summary:** Students will learn to identify household vocabulary: rooms (dormitorio, cocina, sala, baño) and items inside of the house (el vaso, la toalla, la cama, la estufa, la televisión, la lámpara, el teléfono, el horno, el refrigerador, el tocador, el sofá, las cortinas, el escritorio, el perro, el gato, el pájaro)

**Objectives:**

- SW learn to identify rooms of the house.
- SW learn to identify items found in the house.
- SW learn to describe which items are in which rooms.

- SW learn to ask where a particular ítem is in a house and respond. (“¿Dónde está \_\_\_?”, “ \_\_\_ está en \_\_\_.”)
- SW learn to describe rooms and items inside the house.
- SW learn to effectively use Google applications and other websites to complete assignments.

**Essential Questions:**

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

**Common Core State Standards/Learning Targets:**

- 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.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.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.

*LA.4.RF.4.4.A - Read grade-level text with purpose and understanding.*

*LA.4.W.4.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.*

*TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems*

*TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Exit Slips</li> <li>• Oral Response</li> <li>• Participation</li> <li>• Group conversations</li> <li>• Participation in games</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teacher Made Resources</b></li> <li>• <u>Teach them Spanish: Grade 4</u></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teacher made materials.</b></li> <li>• <b><u>Teach Them Spanish: Grade 4 p. 57-59</u></b></li> <li>• <b>Exit Slip</b></li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Classroom</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Teacher made study guide</b></li> <li>● <b>Teacher made quiz</b></li> <li>● <b>Teacher made worksheets</b></li> </ul>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Exit Slips</li> <li>● Oral Response</li> <li>● Participation</li> <li>● Participation in group/partner conversations</li> <li>● Participation in games</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Teacher made quiz.</p> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to identify Spanish household vocabulary and state where a specific item is in a house.</li> </ul>

<b>Differentiation</b>
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<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	3	<b>Unit Title:</b>	La comida	<b>Pacing:</b>	8 days
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**Unit Summary:** SW learn to identify foods in Spanish (leche, jugo, pollo, queso, papa, pan, ensalada, agua, vegetales, sopa, naranja, carne, manzana, fruta, sandwich, plátano) and how to request a food politely.

**Objectives:**

- SW learn that restaurants in Spanish speaking countries may look different than ones we have in the United States.
- SW learn to identify food items.
- SW learn to order politely in a restaurant with “Me gustaría \_\_\_\_\_.”
- SW learn to ask each other about likes with “¿Te gusta \_\_\_?” and respond with “Me gusta \_\_\_\_.” Or “No me gusta \_\_\_\_.”
- SW learn to effectively use Google applications and other websites to complete assignments.

- SW learn to identify various jobs in restaurants.

**Essential Questions:**

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

**Common Core State Standards/Learning Targets:**

- 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.
- 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.

*SEL.PK-12.5.2 - [Sub-Competency] - Utilize positive communication and social skills to interact effectively with others*

*TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems*

*TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.*

*CRP.K-12.CRPI.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Participation in Canasta</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teacher Made Resources</b></li> <li>• <b><u>Teach Them Spanish: Grade</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teacher made materials.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> </ul>

<p>Magica, pointing</p> <ul style="list-style-type: none"> <li>● Oral response</li> <li>● Exit Slips</li> <li>● Restaurant activity</li> </ul>	<p><u>3</u></p>	<ul style="list-style-type: none"> <li>● <b><u>Teach Them Spanish: Grade 3 p. 36-37</u></b></li> <li>● <b>Teacher made restaurant pictures</b></li> <li>● <b>Canasta Magica</b></li> <li>● <b>Food items</b></li> <li>● <b>Teacher made worksheets</b></li> <li>● <b>Teacher made exit slips</b></li> <li>● <b>Teacher made restaurant activity (food items in envelopes)</b></li> <li>● <b>Teacher made Benchmark</b></li> </ul>	<ul style="list-style-type: none"> <li>● Google Classroom</li> </ul>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

**Suggested activities to assess student progress:**

- Worksheets
- Participation in Canasta Magica, pointing
- Oral response
- Exit Slips
- Restaurant activity

**Final Assessment/Benchmark/Project:**

*Benchmark: See office for benchmark.*

**Suggested skills to be assessed:**

- Ability to accurately and politely order or request a given food.

**Differentiation**

**Special Education**

**ELL**

**At Risk**

**Gifted and Talented**

<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<b>Marking Period:</b>	4	<b>Unit Title:</b>	Review and Directions	<b>Pacing:</b>	9 days
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**Unit Summary:** Students will review for SGO assessment and learn Spanish vocabulary from the compass rose as well as “left” and “right”.

**Objectives:**

- SW learn to use colors, numbers and body parts appropriately in Spanish.
- SW learn to read a description of a silly monster and create a picture that matches the description.
- SW learn to identify directional words.
- SW learn to effectively use Google applications and other websites to complete assignments.

**Essential Questions:**

- How do I describe everyday people, objects and concepts in Spanish?
- How do I communicate using everyday language in Spanish?

**Common Core State Standards/Learning Targets:**

- 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.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.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.

*LA.4.RF.4.4.A - Read grade-level text with purpose and understanding.*

*TECH.8.1.5.A.CSI - [Content Statement] - Understand and use technology systems*

*TECH.8.1.5.A.CS2 - [Content Statement] - Select and use applications effectively and productively.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Total Physical Response (TPR)</li> <li>● TPR game</li> <li>● Pictionary Game</li> <li>● Questioning</li> <li>● Completion of Study Guide</li> <li>● Participation in Memory Game</li> </ul>	<p><b>Teacher made resources</b></p>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● <b>Teacher made study guide</b></li> <li>● <b>Teacher made Memory Game</b></li> <li>● <b>Teacher made SGO test</b></li> <li>● <b><u>Teach Them Spanish:</u></b> <b><u>Grade 4 p.</u></b> <b><u>77-79</u></b></li> <li>● <b>Teacher made direction board game</b></li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Classroom</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Total Physical Response (TPR)</li> <li>● TPR game</li> <li>● Pictionary Game</li> <li>● Questioning</li> <li>● Completion of Study Guide</li> <li>● Participation in Memory Game</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Teacher made SGO test.</li> <li>● Student participation in TPR.</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to match body part vocabulary, accurately make nouns plural, match a description of a monster to his name, draw a monster to match a description, and politely request a specific food item.</li> <li>● Ability to identify the directions of a compass rose</li> </ul>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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