# Verona Public School District
# Curriculum Overview

# <u>Spanish Grade Four</u>

**Curriculum Committee Members:**
Luisa Witter

**Supervisor:**
Dr. Sumit Bangia

**Verona Public Schools**
**121 Fairview Ave., Verona, NJ 07044**
www.veronaschools.org

**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

Students who begin study of a World Language at the elementary level will develop a basic foundation of the skills necessary to achieve further success in second language acquisition. Students are asked to demonstrate all four components of language: listening, speaking, reading, and writing in order to be able to communicate in an effective manner. The use of pictures, songs, acting, role plays, and cultural activities and projects help students internalize and communicate in the language. Each year builds upon the year before with expansion of the topics.  A natural approach to second language acquisition is utilized at each level. First and second grade focus more on listening and comprehension, whereas third and fourth grade take it to the level of application in communication with others. Topics include but are not limited to greetings, family, calendar, classroom objects, numbers, colors, and places in the community.

**Prerequisite(s):**

None

## Standard 8: Technology Standards

| 8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.* | 8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.* |
|---|---|
|    A. Technology Operations and Concepts<br>**X**  B. Creativity and Innovation<br>**X**  C. Communication and Collaboration<br>**X**  D. Digital Citizenship<br>**X**  E. Research and Information Fluency<br>**X**  F. Critical thinking, problem solving, and decision making |    A. The Nature of Technology: Creativity and Innovation<br>**X**  B. Technology and Society<br>   C. Design<br>   D. Abilities for a Technological World<br>   E. Computational Thinking: Programming |

## SEL Competencies and Career Ready Practices

| Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities* | Career Ready Practices: *These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.* |
|---|---|
| **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. | CRP2.    Apply appropriate academic and technical skills.<br>CRP9.    Model integrity, ethical leadership, and effective management.<br>CRP10.  Plan education and career paths aligned to personal goals. |
| **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. |     CRP3.    Attend to personal health and financial well-being.<br>**x**  CRP6.    Demonstrate creativity and innovation.<br>    CRP8.    Utilize critical thinking to make sense of problems and persevere in solving them.<br>    CRP11.  Use technology to enhance productivity. |
| **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. | CRP1.    Act as a responsible and contributing citizen and employee.<br>CRP9.    Model integrity, ethical leadership, and effective management. |
| **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. | **x**  CRP4.    Communicate clearly and effectively and with reason.<br>    CRP9.    Model integrity, ethical leadership, and effective management.<br>    CRP12.  Work productively in teams while using cultural global competence. |
| **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. | CRP5.    Consider the environmental, social, and economic impact of decisions.<br>CRP7.    Employ valid and reliable research strategies.<br>CRP8.    Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9.    Model integrity, ethical leadership, and effective management. |

# Standard 9: 21ˢᵗ Century Life and Careers

| 9.1: Personal Financial Literacy: *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.* | 9.2: Career Awareness, Exploration & Preparation: *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.* | 9.3: Career and Technical Education: *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.* |
|---|---|---|
| A. Income and Careers<br>B. Money Management<br>C. Credit and Debt Management<br>D. Planning, Saving, and Investing<br>E. Becoming a Critical Consumer<br>F. Civic Financial Responsibility<br>G. Insuring and Protecting | **x** A. Career Awareness (K-4)<br>　 B. Career Exploration (5-8)<br>　 C. Career Preparation (9-12) | A. Agriculture, Food & Natural Res.<br>B. Architecture & Construction<br>C. Arts, A/V Technology & Comm.<br>D. Business Management & Admin.<br>E. Education & Training<br>F. Finance<br>G. Government & Public Admin.<br>H. Health Science<br>I. Hospital & Tourism<br>J. Human Services<br>K. Information Technology<br>L. Law, Public, Safety, Corrections & Security<br>M. Manufacturing<br>N. Marketing<br>O. Science, Technology, Engineering & Math<br>P. Transportation, Distribution & Log. |

# Course Materials

| Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.* | Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.* |
|---|---|
| N/A | ● Bilingual literature books received in a grant<br>● www.enchantedlearning.com<br>● www.teachersdiscovery.com<br>● McGraw-Hill Children's Publishing Teach them Spanish<br>● www.salsageorgiabroadcasting.com<br>● McGraw-Hill Children's English Spanish Picture Dictionary<br>● www.schooltube.com |

**Subject/Grade Level: SPANISH/GRADE 4**                                                                    **Course: Spanish Grade 4**

| Unit | Duration | NJCCCS | Transfer Goal(s) | Enduring Understandings | Essential Questions |
|------|----------|--------|------------------|-------------------------|---------------------|
| *Greetings* | 8 weeks | 7.1.NM.B.3 | Students will be able to independently use their learning to:<br>● Engage in basic conversation using greetings with others around their age and/or adults. | Students will understand that:<br>● The way you greet people around your age (siblings, cousins, friends) is different than how you would greet adults or people of authority.<br>● Some countries use the informal way of greeting parents, grandparents, uncles, aunts, while other Spanish speaking countries would use the formal way of greeting when speaking to parents, grandparents, uncles, aunts, etc.<br>● Greetings are ways of starting a conversation and are essential for verbal communication. | ● Why do you think knowing greetings is important for having a conversation?<br>● Why do you think that in Spanish you greet friends differently than how you would greet adults? |
| *Days of the week, Weather, School Subjects, and Numbers* | 4 weeks | 7.1 NMA2<br>7.1 NMA4<br>7.1 NMB4<br>7.1 NMB5. | Students will be able to independently use their learning to:<br>● Apply the vocabulary to having a simple conversation in Spanish using vocabulary that has been learned with respect to weather, school subjects and numbers. | *Students will understand that:*<br>● A Spanish calendar is different than an English calendar.<br>● Days of the week are important for planning events and knowing where to be on a certain day.<br>● Knowing the names of school subjects can help in communication such as knowing what subjects the students like, etc. | ● Why is knowing the days of the week important?<br>● Why is knowing the weather important?<br>● Why is knowing the names of school subjects in Spanish important?<br>● Why are numbers important to us? |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | ● Weather determines how we dress when going outside.<br>● Numbers are important and necessary for counting money, objects, describing your age, etc. | |
| *Time* | 4 weeks | 7.1 NMA2<br>7.1 NMA4<br>7.1 NMB4<br>7.1 NMB5. | Students will be able to <u>independently</u> use their learning to:<br>● Speak in short sentences regarding different topics with focus upon time related topics. | *Students will understand that:*<br>● Time is essential for knowing what activities are required to be done at a certain time.<br>● Time is important to know for planning one's day.<br>● Time is important for knowing when special holidays are celebrated or special events such as birthdays.<br>● If time did not exist, we would not know when to eat, sleep, or plan things for the day or for days, months, and years ahead. | ● Why is knowing time important?<br>● What would happen if time did not exist? | |
| *La Communidad* | 16 weeks | 7.1 NM. A.4<br>7.1 NM. B.4<br>7.1 NM. B.5 | Students will be able to <u>independently</u> use their learning to:<br>● Apply knowledge of locations and communities in order to ask questions and accurately translate conversations in the target language of Spanish. | Students will understand that:<br>● Students will understand that everything has a name so that it can be easily identified in conversation.<br>● Students will understand that the community is a part of our world and is therefore important to know for communication. | ● Why is important to know how to say places in the community in Spanish?<br>● Do you think all communities are the same or different? Explain why.<br>● How can knowing places in the community help you in Spanish? | |

Spanish Grade Four

| | | | | | |
|---|---|---|---|---|---|
| | | | | ● Students will understand that communities vary in size, but most communities share various common places where people can go.<br>● Students will understand that knowing places in the community in Spanish could help when traveling to a Spanish speaking country or to help someone out who may not know English in our community. | |
| *Family* | 4 weeks | 7.1 NMA2<br>7.1 NMA4<br>7.1 NMB4<br>7.1 NMB5 | Students will be able to <u>independently</u> use their learning to:<br>● Apply the vocabulary to having a simple conversation in Spanish using vocabulary that has been learned with focus upon family specific vocabulary. | *Students will understand that:*<br>● Students will understand that everything has a name so that it can be easily identified in conversation.<br>● People have family so family life is often a topic of conversation that comes up in any language. Speaking with family members allows you to communicate more effectively in the target language.<br>● Students will understand that adjectives can help communicate more clearly in that the other person has a description of what is being discussed | ● Why is knowing family names important?<br>● How can knowing adjectives help you in conversation with Spanish? |

| Food | 4 weeks | 7.1 NM. A.2 7.1 NM. A.4 7.1 NM. B.4 7.1 NM. B.5 | Students will be able to <u>independently</u> use their learning to:<br>● Accurately communicate what is needed or wanted with regard to food needs in the target language of Spanish. | Students will understand that:<br>● Food is a common topic of conversation in any language.<br>● Knowing food in Spanish can help if they were to travel to a Spanish speaking country.<br>● Vocabulary learned in languages can help in communicating thoughts and ideas. | ● Why is it important to have names for food?<br>● Why is it important to learn the names of foods for the languages that you speak? |
|---|---|---|---|---|---|