

# Clinton-Glen Gardner School District



## Curriculum Management System

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**World Language: Spanish**

**Grade: 4**

**August 2015**

**\*For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015  
Revised: August 15, 2015**

# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Supervisor of Special Services**

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## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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**21<sup>st</sup> Century Life And Careers Integration:** Jessica Latanzio Crespo  
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# **Clinton-Glen Gardner School District**

## **Mission**

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

# World Language: Spanish

## Scope and Sequence

Grade 4	
<p><b>Topic: ¿Cómo soy yo?</b></p> <p>I. Students will be able to greet others and exchange personal information about them selves</p> <ol style="list-style-type: none"> <li>a. Greet others and respond to greetings</li> <li>b. Introduce self and others</li> <li>c. Describe self and others using adjectives and adjective agreement</li> </ol>	<p><b>Topic: El cuerpo humano: ¡Algo maravilloso!</b></p> <p>II. Students will be able to name and identify parts of the face and body. They will use them to describe the physical characteristics of themselves and others and to state what hurts.</p> <ol style="list-style-type: none"> <li>a. Name and identify 20-30 different parts of the body</li> <li>b. Use the structure me duele (n) to describe what hurts</li> <li>c. Use parts of the body to describe themselves and other people/ creatures</li> </ol>
<p><b>Topic: ¿Cómo celebramos la Navidad?</b></p> <p>III. Students will learn about Christmas traditions in the Spanish-speaking world.</p> <ol style="list-style-type: none"> <li>a. pre-Christmas traditions of Las Posadas</li> <li>b. post-Christmas traditions of El Día del los Reyes</li> </ol>	<p><b>Topic: ¡Tantos colores, formas, tamaños y diseños!</b></p> <p>IV. Students will be able name and identify:</p> <ol style="list-style-type: none"> <li>a. 10-18 different colors</li> <li>a. 5-10 shapes</li> <li>b. Different sizes</li> </ol>
<p><b>Topic: ¿De dónde somos?</b></p> <p>V. Students will be able to state their nationality and discuss where they live and what their families are like.</p> <ol style="list-style-type: none"> <li>a. Name ten countries and nationalities in Spanish</li> <li>b. Use the verb tener to talk about the members of their families</li> <li>c. Use the verb vivir to talk about where they live</li> <li>d. Discuss the culture of one Spanish-speaking country and its influence on the U.S. through immigration</li> </ol>	

<p><b>21<sup>st</sup> Century Skills (the ones that apply are in bold):</b></p> <ol style="list-style-type: none"> <li><b>1. Creativity &amp; Innovation</b></li> <li><b>2. Critical Thinking &amp; Problem Solving</b></li> <li><b>3. Communication &amp; Collaboration</b></li> <li><b>4. Media Literacy</b></li> <li><b>5. Information Literacy</b></li> <li><b>6. Information, Communication &amp; Technology</b></li> </ol>	<p><b>21st Century Themes (the ones that apply are in bold):</b></p> <ol style="list-style-type: none"> <li><b>1. Global Awareness</b></li> <li><b>2. Financial, Economic, Business &amp; Entrepreneurial Literacy</b></li> <li><b>3. Civic Literacy</b></li> <li><b>4. Health Literacy</b></li> <li><b>5. Environmental Literacy</b></li> </ol>
<p><b>Differentiation:</b> Refer to CPS 3-5 Differentiation Tool Kit</p>	
<p><b>Assessment:</b> District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: ¿Cómo soy yo?	
	Subject/Grade Level: Grade 4 World Language	Goal 1: The student will be able to greet others and exchange personal information about himself/herself.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
September through October / about 16 classes	<p>1.1. Greet others and respond to greetings. (7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5)</p> <p>1.2. Introduce self and others. (7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5)</p> <p>1.3. Describe themselves and others using the verb ser and adjectives of personality and appearance. (7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3)</p> <p>1.4. Use adjective agreement to match adjective to subject (masculine/feminine). (7.1.NH.A.8)</p> <p>1.5. Create skits in which they play the role of two people meeting and introducing themselves using greetings, names, and adjectives of personality and physical characteristics. (7.1.NM.C.2)</p>	<p><b>Essential Questions:</b> ¿Cómo eres? ¿Cómo es _____? ¿Cómo soy yo? How do I greet someone and begin a courteous conversation in the target language? How do I ask someone about their traits and characteristics?</p> <p><b>Conceptual Understandings:</b> Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.</p>	<p><b>Learning Activities:</b> Oral response drills Create, memorize, present and also improvise conversations Paired conversations Mapping of physical traits and personality for famous people, friends and commonly known people (<b>Interdisciplinary</b>) Bar graphs of popular traits (<b>Interdisciplinary</b>) Games: ¿Quién es?, memory, charades</p> <p><b>Assessment Models:</b> Can the student create and present a dialog that asks essential questions? Can the student appropriately greet someone? Can the student describe people according to physical and personality traits using adjective agreement?</p> <p><b>Additional Resources:</b></p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> ¿Cómo soy yo?	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 1:</b> The student will be able to greet others and exchange personal information about himself/herself.	<b>Essential Questions, Conceptual Understandings</b>
		<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>	
	1.6. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)  1.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)  1.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)  1.9. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)  1.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)  1.11. Explain the importance of		

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> ¿Cómo soy yo?	
		<b>Goal 1:</b> The student will be able to greet others and exchange personal information about himself/herself.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		



<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> El cuerpo humano: ¡Algo maravilloso!	
		<b>Goal 2:</b> The student will be able to name and identify parts of the face and body. These terms will assist in describing the physical characteristics of themselves and others as well as to state what hurts.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
November through January / about 16 classes	<p>2.1. Name and identify 10-20 parts of the body. (7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3)</p> <p>2.2. Describe the parts of their own body using the verb <i>tengo</i>. (7.1.NM.B.4)</p> <p>2.3. Use the structure <i>me duele/me duelen</i> to describe what hurts. (7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.5, 7.1.NM.C.2)</p> <p>2.4. Draw a person/creature according to a description given in oral or written form. (7.1.NM.A.2, 7.1.NM.A.4)</p> <p>2.5. Write original descriptions of people or creatures and present them to the class. (7.1.NH.C.2)</p> <p>2.6. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p>	<p><b>Essential Questions:</b> ¿Cómo eres? ¿Cómo es _____? ¿Cómo soy yo? What vocabulary related to the parts of the body can be used to describe a person physically?</p> <p><b>Conceptual Understandings:</b> Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.</p>	<p><b>Learning Activities:</b> Repetition of vocabulary TPR Songs: "Head, Shoulders, Knees and Toes," "El Burrito Enfermo," etc. Drawings of people and creatures Sorting vocabulary (<b>Interdisciplinary</b>) Dictate and draw – teacher led and student led in groups What's connected? La cabeza está conectada a... (<b>Interdisciplinary</b>) Video/listening comprehension Collages Games: Simón dice, Guess Who?</p> <p><b>Assessment Models:</b> Can the student name 10-20 parts of the body? Can the student show comprehension of vocabulary through TPR, drawings and oral responses? Can the student describe a creature of their own creation?</p> <p><b>Additional Resources:</b> CD's: José Luis Orozco <u>De Colores: Sing, Laugh, Dance and Eat Tacos.</u> Bingo game</p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> El cuerpo humano: ¡Algo maravilloso!	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 2:</b> The student will be able to name and identify parts of the face and body. These terms will assist in describing the physical characteristics of themselves and others as well as to state what hurts.	<b>Essential Questions, Conceptual Understandings</b>
	2.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)  2.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)  2.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)  2.10. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)  2.11. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)		

Pacing / Suggested days of Instruction	Curriculum Management System	<b>Topic:</b> El cuerpo humano: ¡Algo maravilloso!	
	<u>Subject/Grade Level:</u> <b>Grade 4</b> <b>World Language</b>	<b>Goal 2:</b> The student will be able to name and identify parts of the face and body. These terms will assist in describing the physical characteristics of themselves and others as well as to state what hurts.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.12. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>2.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> ¿Cómo celebramos la Navidad?	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
December / about 2-3 classes	<p>3.1. Discuss the Latin American traditions of Las Posadas. (7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.C.5)</p> <p>3.2. Discuss the traditions of El Día de los Reyes Magos. (7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.C.5)</p> <p>3.3. Compare and contrast traditions of the Spanish-speaking world with their own holiday celebrations. (7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.C.5)</p> <p>3.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.6. Use effective oral and written</p>	<p><b>Essential Questions:</b> How do holiday traditions vary based on culture? In what ways are the traditions of the Spanish-speaking world similar to our own? How do they differ? What could be some factors that influence the way we celebrate holidays?</p> <p><b>Conceptual Understandings:</b> Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.  Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.  Many products and practices related to home and community are shared across cultures; others are culture-specific.  Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates and awareness of the shared human experience.</p>	<p><b>Learning Activities:</b> Videos Books/stories Venn diagrams (<b>Interdisciplinary</b>) Whole class discussions Group and individual brain-storming Posadas game</p> <p><b>Assessment Models:</b> Can the student name or identify cultural-specific holiday celebrations? Can the student compare and contrast traditions of the Spanish-speaking world with their own holiday celebrations?</p> <p><b>Additional Resources:</b> Videos (short YouTube clips, full length videos) Books: <u>Federico and the Magi's Gift</u> by Beatriz Vidal</p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> ¿Cómo celebramos la Navidad?	
		<b>Goal 3:</b> The student will be able to discuss some of the popular holiday traditions of the Spanish-speaking world and compare and contrast them with their own holiday traditions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.7. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>3.8. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>3.9. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> ¡Tantos colores, formas y tamaños!	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 4:</b> The student will be able to identify colors, shapes and sizes and use this knowledge to describe art of their own creation as well as some of the cubist paintings of Pablo Picasso.	<b>Essential Questions, Conceptual Understandings</b>
February through April / about 13 classes	4.1. Identify 10-18 different colors, 5-10 shapes and different sizes. (7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3)  4.2. Use terms related to color, shape and size to describe cubist paintings by Pablo Picasso. (7.1.NH.C.3, 7.1.NH.C.4 7.1.NM.C.5)  4.3. Create their own work of art and use the vocabulary from this unit and the parts of the body to create a written and oral description. (7.1.NH.C.2)  4.4. Present their artwork and oral presentation to the class. (7.1.NH.C.2)  4.5. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)  4.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in	<b>Essential Questions:</b> ¿Qué forma es? ¿De qué color es? ¿Qué tamaño es?  What vocabulary related to art can be used to describe famous works of art as well as your own artistic creations?  <b>Conceptual Understandings:</b> Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates and awareness of the shared human experience.	<b>Learning Activities:</b> Repetition of vocabulary TPR Drawings of people and creatures Sorting vocabulary ( <b>Interdisciplinary</b> ) Dictate and draw – teacher led and student led in groups Manipulatives Viewing and describing Picasso’s paintings ( <b>Interdisciplinary</b> ) Creation of art ( <b>Interdisciplinary</b> ) Descriptive oral presentation  <b>Assessment Models:</b> Can the student name shapes, colors and sizes? Can the student describe art as presented by the teacher? Can the student describe his/her own art using the vocabulary from this and previous units?  <b>Additional Resources:</b> Internet and SMART Board or projector to show Picasso’s art work (Alternately books can be used and passed around or projected)

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> ¡Tantos colores, formas y tamaños!	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 4:</b> The student will be able to identify colors, shapes and sizes and use this knowledge to describe art of their own creation as well as some of the cubist paintings of Pablo Picasso.	
		<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>4.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>4.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>4.9. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>4.10. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Pacing / Suggested days of Instruction	Curriculum Management System	<b>Topic:</b> ¡Tantos colores, formas y tamaños!	
	<u>Subject/Grade Level:</u> <b>Grade 4</b> <b>World Language</b>	<b>Goal 4:</b> The student will be able to identify colors, shapes and sizes and use this knowledge to describe art of their own creation as well as some of the cubist paintings of Pablo Picasso.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model



Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> ¿De dónde somos?	
		<b>Goal 5:</b> The student will be able to state where he/she is from, where he/she lives and with whom he/she lives. The student will be able to discuss the culture of one Spanish-speaking country and its influence on the U.S. through immigration.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
May through June / about 12 classes	<p>5.1. Name ten countries and nationalities in Spanish. (7.1.NH.A.2, 7.1.NH.A.4)</p> <p>5.2. Use the verb tener to talk about the members of his/ her family. (7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.B.2, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.3, 7.1.NH.C.4)</p> <p>5.3. Use the verb vivir to talk about where they live. (7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.B.2, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.3, 7.1.NH.C.4)</p> <p>5.4. Discuss the culture of one Spanish-speaking country and its influence on the U.S. through immigration. (7.1.NH.C.5)</p> <p>5.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p>	<p><b>Essential Questions:</b> ¿De dónde eres? ¿Dónde vives? ¿Cómo es tu familia? ¿Con quién vives? ¿Tienes hermanos?</p> <p><b>Conceptual Understandings:</b> Immigration changes both the community of origin and the new community.  The study of another language and culture deepens understanding of where and how people live and why events occur.  Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment.  Online newspapers, magazines, blogs, wikis, podcasts, videos and government websites provide current information on perspectives of the target culture on local, national and global problems/issues.</p>	<p><b>Learning Activities:</b> Oral response drills Partner conversations Oral dialogs and presentations Games: matching/memory, guessing games Written projects describing their family and origin (<b>Interdisciplinary</b>) Research project and presentation on a Spanish-speaking country (<b>Interdisciplinary</b>)</p> <p><b>Assessment Models:</b> Can the student name ten countries in the world and nationalities in Spanish? Can student state the members of his/her family and describe them using adjective agreement? Can student state where he/she lives using the verb vivir? Can student present information about a Spanish-speaking country and give examples of ways that culture has influenced U.S. culture through immigration?</p> <p><b>Additional Resources:</b> Internet websites on immigration, Hispanic influence Books – examples would be: <u>From North to South</u>, by René Colato Laínez <u>A Kid's Guide to Latino History: More Than 50</u></p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>World Language</b>	<b>Topic:</b> ¿De dónde somos?	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 5:</b> The student will be able to state where he/she is from, where he/she lives and with whom he/she lives. The student will be able to discuss the culture of one Spanish-speaking country and its influence on the U.S. through immigration.	<b>Essential Questions, Conceptual Understandings</b>
	5.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)  5.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)  5.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)  5.9. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>	<u>Activities</u> by Valerie Petrillo <u>La Canción de Gabriela : Cómo Me Adapto a un Lugar Nuevo?</u> , by Isabel Gomez-Bassols <u>My Diary From Here to There</u> , by Amada Irma Perez