

Fourth Grade World Language Curriculum Map 2022

<b>Pacing Guide</b>	<b>Standard Code &amp; Indicator</b>	<b>Sample Learning Activities</b>	<b>Assessments</b>	<b>Additional Standards</b>
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<p>Trimester 1 (August-November)</p>	<p>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.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>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.</p>	<p>- Common Greetings: Hello/ Goodbye</p> <p>- Calendar: Days &amp; Months</p> <p>- Identifying and Counting: Numbers 1-100</p> <p>- Cultural Note: greetings in other countries</p> <p>- Identifying and Utilizing Adjectives</p> <p>- I am...</p> <p>- Describing myself with the verb "ser" (to be)</p> <p>- Physical and character traits</p> <p>- Describing others</p> <p>- Noun//Adjective agreement</p> <p>Asking and Answering: -What are you like? -What is s/he like? -What do you look like?</p> <p><b>Instructional Resources:</b></p> <p>-Teacher created materials -Teach Them Spanish Level 4 <a href="#">-SpanishPlayground</a></p> <p><b>Teacher Technology:</b> Activ-Panel Promethean Board <a href="#">Brain Pop Jr.</a> YouTube Videos <a href="#">Calico Spanish</a> <a href="#">Coffee Break Spanish</a></p> <p><b>Student Technology</b></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Student Participation</li> <li>- Turn &amp; Talk</li> <li>- Class Discussions</li> <li>-Think-Pair-Share</li> <li>-Teacher Observation</li> <li>-Number Quiz</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Classwork</li> <li>- Listen and Draw</li> <li>- Writing task: Personal Guess Who description</li> <li>- Acrostic name poem</li> </ul> <p><b>Benchmark Assessment:</b> BOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard: .RL.4.1</b> - Spanish physical &amp; character trait description reading comprehension task</p> <p><b>Technology Standards:</b> 8.2.5.ED.2: Collaborate with peers to brainstorm about world language.</p>
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<p>Trimester 2 (December- March)</p>	<p>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.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>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.</p>	<p>- Common Greetings: Hello/ Goodbye</p> <p>- Calendar: Days &amp; Months</p> <p>- Naming Extended Family members vocabulary</p> <p>- Describing family members</p> <p>- Identifying and Utilizing Adjectives</p> <p>Asking and Answering: - Who is this? - What is s/he like?</p> <p><b>Instructional Resources:</b> -Teacher created materials -Teach Them Spanish Level 4 <a href="#">-SpanishPlayground</a></p> <p><b>Teacher Technology:</b> Activ-Panel Promethean Board <a href="#">Brain Pop Jr.</a> YouTube Videos</p> <p><b>Student Technology</b> <a href="#">Kahoot!</a> <a href="#">Flip Grid</a> iPad <a href="#">Quizlet</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Student Participation</li> <li>- Turn &amp; Talk</li> <li>- Class Discussions</li> <li>- Think-Pair-Share</li> <li>- Teacher Observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Classwork</li> <li>- Listen and Draw Response</li> <li>- Family Tree project</li> <li>- Oral evaluation</li> </ul> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>Social Studies:</b> 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>Technology Standards:</b> 8.2.5.ED.2: Collaborate with peers to brainstorm about world language.</p>
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<p>Trimester 3 (April-June)</p>	<p>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.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>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.</p> <p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in</p>	<p>- Common Greetings: Hello/ Goodbye</p> <p>- Calendar: Days &amp; Months</p> <p>- Identifying Sports and activities/ hobbies</p> <p>-Learning about professional athletes in spanish speaking countries</p> <p>- I like... because it is...</p> <p>- Cultural note: soccer el fútbol</p> <p>- Weather expressions</p> <p>-Global Issues</p> <p>-Name and label cultural products associated with climate change.</p> <p>- Identifying activities to do during specific weather types</p> <p>Asking and Answering: - Do you like? - What is your favorite sport/activity?</p> <p><b>Instructional Resources:</b> -Teacher created materials -Teach Them Spanish Level 4 <a href="#">-SpanishPlayground</a></p> <p><b>Teacher Technology:</b> Activ-Panel Promethean Board Brain Pop Jr. YouTube Videos <a href="#">Coffee Break Spanish</a> <a href="#">CalicoSpanish</a></p> <p><b>Student Technology</b> <a href="#">Kahoot!</a> <a href="#">Flip Grid</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Student Participation</li> <li>- Turn &amp; Talk</li> <li>- Class Discussions</li> <li>-Think-Pair-Share</li> <li>-Teacher Observation</li> <li>-Hobbies Poster</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>-Classwork</li> <li>-Listen and Draw</li> <li>-All About Me project</li> </ul> <p><b>Benchmark Assessment:</b> EOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>Social Studies</b> 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>Technology Standards:</b> 8.2.5.ED.2: Collaborate with peers to brainstorm about world language.</p>
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**Alternate Assessments:** Spanish description of “missing” person, Cuadros de Familia (Carmen Lomas Garza) portrait

**21st Century Standards):** 9.2.4.A.2 & 9.2.4.A.4

**21st Century Skills:** Social Skills, Communication, Collaboration

**Career Ready Practices:** CRP 4, CRP 10 & CRP11