



West Windsor-Plainsboro Regional School District
4th Grade DLI Spanish Literacy & Culture

Unit 1: Somos artistas: músicos, actores, pintores**We Are Artists: Musicians, Actors, Painters****Content Area: 4th Grade DLI Spanish****Course & Grade Level: 4th Grade Spanish Literacy & Culture****Summary and Rationale**

In third grade, students in the Dual Language Immersion program learned about influential Latin Americans, the immigration patterns into and within Latin America, the influences Arabic and Asian groups had on the Latin American countries, and the impact immigration had on the immigrants and the country they immigrated to. Students know that many different people make up the Latin American countries, and in this unit of study they will learn about artists (actors, musicians, painters) who have made their contributions to society. Ultimately, students will learn that everyone can be an artist in their own way, and students will be empowered to explore and express their own artistic identities in the target language: Spanish!

Recommended Pacing

24 days

New Jersey Student Learning Standards for World Languages**Standard: Standards for Interpretive Mode of Communication**

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change

Standard: Standards for Interpersonal Mode of Communication

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage

in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

Standard: Standards for Presentational Mode of Communication

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.1.5.CR.1:	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.2:	Identify how you might like to earn an income.
9.4.5.GCA.1:	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1	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.
Interdisciplinary Standards: Social Studies	
6.1.5.CivicsPI.1:	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPD.3:	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1:	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.HistoryUP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There are many Spanish, Latin Americans, and people of hispanic origin who are examples of positive leadership in the creative arts. ● Numerous Spanish, Latin Americans, and people of hispanic origin have made and continue to make important contributions to the world through their music, poetry, painting, and other artistic expressions like theater and cinematography. ● We can all be contributing artists in our own communities by exploring and finding ways to express ourselves artistically so that the world can learn by watching us, listening to us, or looking at our creations. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is an artist? ● How do artists communicate to the world? ● What are the various ways artists can express themselves? ● Are artists only those who paint or sculpt? ● Who are some famous and up-and-coming Latin American, Spanish, or Hispanic-American artists? ● What makes famous artists famous or well-known? ● What characteristics do successful artists have in common? ● What do I have in common with some of these artists? ● What specific language can I use when speaking of music, art, cinematography, etc.? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Vocabulary for naming the styles of art and the language used to talk about art, music, movies, and theatrical pieces. ● Vocabulary for describing the attributes of an artist. ● Vocabulary for defining and explaining music, art, movies, etc. ● Reasons why the environment influences the formation of a person as an artist. ● Biographical facts about the life of Spanish, Latin Americans, and Hispanic-American artists. ● Vocabulary to describe their careers and/or field of achievement. 	

- Specific contributions of these artists.
- Vocabulary and language function to compare and contrast some well-known artists of Spanish, Latin Americans, and people of hispanic origin.
- Phrases for expressing opinions, and explaining points of view.
- Vocabulary and language function for describing the attributes artists possess.

Students will be able to:

- Identify common attributes and characteristic of artists.
- Identify some famous Spanish and Latin-American artists and describe the cultural and historic significance of their contributions to our global community.
- Express opinions related to the value and influence of these contributions.
- Utilize specific terminology to discuss biographical information in Spanish.
- Cite examples of American values and beliefs that are comparable to the values of the artists in this unit.
- Explain how our environment and upbringing shape who we become.
- Express opinions about actions to take today in order to become an artist tomorrow.
- Summarize reasons why issues of equity, acceptance, and inclusion help us appreciate and value the contributions of people of diverse communities and backgrounds.
- Research and present information about a Spanish-speaking artist
- Identify key vocabulary words from Hispanic stories
- Discuss, describe, re-tell, recite, and rewrite passages from Hispanic stories
- Use literary terminology to discuss literature in Spanish
- Apply information from these stories to real-life situations
- Compare and contrast elements from different stories

Evidence of Learning

Assessment

Teachers will continually check for understanding and assess student learning throughout the unit, and will adjust their instruction as necessary based on students' progress and areas of need. Additionally, students will be given many opportunities to self-assess and set goals for themselves aligned with a child-friendly proficiency rubric which will help them to understand learning goals in the language program. Assessments will occur across the three modes of communication: Interpersonal, Interpretative, and Presentational.

Resources

Suggested Resources:

See the "Department Resource Folder for Teachers"

**Unit 2: We are leaders
Somos líderes**

Content Area: World Language

Course & Grade Level: 4th Grade Spanish Literacy & Culture

Summary and Rationale

Dual Language Immersion students have become familiar with the contribution of some influential people in different artistic areas, and how their contributions continue to have an impact around the world. In this unit we will facilitate further awareness of leadership in Spanish-speaking communities. Students will learn about contemporary Spanish, Latin American, and individuals of Hispanic descent who are examples of positive leadership. We will examine people that have helped bring voice and representation to their communities in diverse areas and impact society at large. In order to foster successful interactions with Spanish-speakers in a global society, teachers will help students to communicate proficiently, read independently, and write personal points of view on the topics of this unit.

Recommended Pacing

24 days

New Jersey Student Learning Standards for World Languages

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Standard: Standards for Interpersonal Mode of Communication

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

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7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Instructional Focus

Unit Enduring Understandings

- There are many Spanish, Latin Americans, and people of hispanic origin that are examples of positive leadership.
- Numerous Spanish, Latin Americans, and people of hispanic origin have made and continue to make important contributions to the world.
- We can all be positive leaders in our own communities by exploring and finding ways to bring about positive change, big and small.

Unit Essential Questions

- What makes a leader?
- How are the common characteristics among these leaders reflected in their trajectories in spite of excelling in different fields?
- How does the contribution of each leader relate to their legacy as role models?
- To what extent does the environment where these individuals grew up nurture them to become positive leaders?

- How does where I'm from help shape who I am?
- How can I be a leader in my school community?
- What can I do today to prepare me to be a leader in the future?
- Why is it important to cultivate qualities like empathy and respect for all?

Objectives

Students will know:

- Vocabulary for describing the attributes of a leader.
- Vocabulary for defining and explaining positive leadership.
- Reasons why the environment influences the formation of a person as a leader.
- Biographical facts about the life of Spanish, Latin Americans, and leaders of hispanic origin in different fields.
- Vocabulary to describe leaders' careers and/or field of achievement.
- Specific contributions of these Spanish-speaking leaders
- Vocabulary and language functions to compare and contrast some well-known leaders of Spanish, Latin Americans, and people of hispanic origin.
- Phrases for expressing opinions, and explaining points of view.
- Vocabulary to discuss being a leader in our own communities.

Students will be able to:

- Identify common attributes characteristic of people who are leaders.
- Identify some famous Spanish and Latin-American people and describe the cultural and historic significance of their contributions to our global community.
- Express opinions related to the value and influence of these contributions.
- Utilize nuanced terminology to discuss biographical information in Spanish.
- Cite examples of American values and beliefs that are comparable to the values of the leader in this unit.
- Explain how our environment and upbringing shape who we become.
- Express opinions about actions to take today in order to become a leader tomorrow.
- Summarize reasons why issues of equity, acceptance and inclusion, help us appreciate and value the contributions of people of diverse communities and backgrounds.

Evidence of Learning

Assessment

Teachers will continually check for understanding and assess student learning throughout the unit, and will adjust their instruction as necessary based on students' progress and areas of need. Additionally, students will be given many opportunities to self-assess and set goals for themselves aligned with a child-friendly proficiency rubric which will help them to understand learning goals in the language program. Assessments will occur across the three modes of communication: Interpersonal, Interpretative, and Presentational.

Resources

Suggested Resources:

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**Unit 3: Somos escritores -
We are authors**

Content Area: 4th Grade DLI Spanish

Course & Grade Level: 4th Grade Spanish Literacy & Culture

Summary and Rationale

Students in the Dual Language Immersion program have begun to discover and enjoy the Spanish language in the written form. In this unit, students will enhance their understanding of Spanish literature and they will be given opportunities to expand their linguistic skills in order to enrich their bilingual and biliterate journey. Students will learn, read, and discuss works from Mexico, Spain, Central and South America, and Spanish-speaking communities around the world. Students will be inspired to enjoy the written word of Hispanic authors of folktales, prose, poetry and drama. They will also learn about magical realism, which is a literary style that describes the realistic view of the world by presenting it through magical elements. Students will be introduced to the Latin-American authors that represent the magical realistic genre like Gabriel Garcia Marquez. Ultimately, students will pick up a pen - or grab a keyboard - and embrace their own identities as Spanish-speaking authors who have their own stories to share with the world.

Recommended Pacing

24 days

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Standard: Standards for Presentational Mode of Communication

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Instructional Focus

Unit Enduring Understandings

- There are many Spanish, Latin Americans, Hispanic-Americans and people of hispanic origin that are authors of prose, poetry, drama and other forms of literature
- Numerous Spanish, Latin Americans, Hispanic-Americans and people of hispanic origin have made and continue to make important contributions to world literature
- Culture and literature are connected to each other. With literature we can see the communities and people as the author presents them. We can all enhance our appreciation and understanding of other cultures by exploring and reading about authors and their works
- With literature we can uncover messages that authors communicate to the reader, gain new perspectives, and learn from the experiences of others, even if they are fictional
- We are all authors of our own stories.

Unit Essential Questions

- How does reading meaningful and authentic literature enhance our appreciation and understanding of other cultures and all the diversity therein?
- How do authors convey messages about themselves, society, and cultural contexts?
- Which styles of literature are especially popular in Spain and Latin America?
- Who are Latin American authors and their works?
- What are the Hispanic contributions to world literature?
- What is Magical Realism in literature?
- Why is the study of Hispanic- American literature important?
- How can I embrace my identity as a Spanish-speaking author?

Objectives

Students will know:

- Representative stories, works of prose, poetry, or drama of Spanish and Latin American literature
- Authors, book illustrators, themes, and literary movements of Latin American literature
- New vocabulary related to readings of some well-known Spanish and Latin-American authors and their meaningful and authentic literature
- Biographical facts about Spanish, Latin American, and Hispanic-american authors
- Phrases for expressing opinions and explaining points of view.
- Characteristics of literary genres such as Magical Realism
- Facets of Latin American cultures contained in traditional folk tales, stories, legends
- Riddles, proverbs and saying from countries that represent other cultures

Students will be able to:

- Identify and describe some representative works of Spanish and Latin American poetry, prose, and drama
- Research and present information about authors from Spain, Latin America, or Hispanic-American authors
- Identify key vocabulary words from Spanish and Latin American poetry, prose, and drama
- Discuss, analyze, re-tell, recite, and rewrite passages from Spanish/Latin American folk tales or stories
- Use literary terminology to discuss literature in Spanish
- Become more aware of the cultural context as well as literary genres represented by some Spanish and Latin American authors
- Compare and contrast elements from folk tales or legends of Hispanic heritage and folk tales from different cultures and languages
- Expand their Spanish vocabulary and literacy skills by reading stories, prose and poetry in Spanish
- Identify genres of literary and important Latin-American authors exponents of those genres
- Discuss and express opinions related to readings
- Answer questions such as who, what, where, when, and how about key details in a text
- Write descriptions of characters, settings, or plots using information from illustrations and key words from readings

Evidence of Learning

Assessment

Teachers will continually check for understanding and assess student learning throughout the unit, and will adjust their instruction as necessary based on students' progress and areas of need. Additionally, students will be given many opportunities to self-assess and set goals for themselves aligned with a child-friendly proficiency rubric which will help them to understand learning goals in the language program. Assessments will occur across the three modes of communication: Interpersonal, Interpretative, and Presentational.

Resources

Suggested Resources

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