

Madison Public Schools

Grade 4 Spanish Curriculum

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Course Overview

Description

In the elementary Spanish program, a strong emphasis will be placed on communication and appreciation for world culture. Students will have the opportunity to listen, speak, write and engage in meaningful, fun and interactive classroom activities. Students' language learning will be a positive, non-threatening process, similar to the way children acquire their first language. Fourth grade students will build upon skills and topics introduced in third grade, and will continue to engage in cultural activities and make cultural and linguistic connections. The course will make associations with other subject areas and take the opportunity to use the Spanish language not only to teach language skills but also to equip students with learning strategies that will aid them as they continue their studies in later years.

Goals

This course aims to:

- Enhance the development of speaking, listening, reading and writing skills in Spanish.
- Develop higher order cognitive skills.
- Support content area instruction at the fourth grade level.
- Promote global awareness and cross-cultural understanding.
- Develop increased proficiency in all aspects of the language with each year of study.
- Provide exposure to lay the foundation for future language acquisition.
- Instill a passion for world languages.
- Meet district, state and national foreign language standards.

Resources

[Suggested activities and resources page](#)

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Special Education Students, At-Risk Students)

Unit 1 Overview

Unit Title: Where are you from?, Greetings/Farewells, Personal Identification

Unit Summary:

Students will use the target language in the three modes of communication to explore where someone is from, introduce themselves and share feelings in the target language. They understand that their experiences help shape their personal identity and that each Spanish country is different from one another. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretative Mode:

Recognize common gestures, intonation, and other visual or auditory cues of the target culture; Use Spanish greetings and farewells to identify familiar people, places, and objects based on oral and/or simple written descriptions; Comprehend brief oral exchanges on familiar topics, feelings, where are they from, location and names of Spanish-speaking countries and which continents they are located; Connect the learning of the target language to information studied in other core content areas.

Interpersonal Mode:

Imitate appropriate gestures and intonation of the target culture during greetings and daily interactions; Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases in the target language; Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.

Presentational Mode:

Imitate, recite and/or dramatize simple rhymes, songs, and skits; Copy/write words, phrases, or simple guided texts on familiar topics.

Culture:

Students will develop awareness about Spanish speaking countries

Suggested Pacing: 10-12 lessons

Learning Targets

Unit Essential Questions:

- How do we greet each other in Spanish countries?
- How do we answer simple questions?
- How do you express feelings?
- What are the differences between various Spanish speaking countries?

Unit Enduring Understandings:

- It is important to effectively use basic greetings/farewells in the target language.
- Although people in different countries may speak the same language, their cultures and customs can be very different.

Evidence of Learning

Unit Benchmark Assessment Information:

Develop a project to create “Passports”. Student will engage in a project where they need to describe their names, age, the country that they chose, the capital, the flag, and the map (optional will be products and local cuisine). Teacher will use a Presentational-Oral assessment rubric. Students will engage and interact with the teacher and their peers. Students will communicate through basic words and short memorized phrases within a given context.

[Project "pasaporte"](#)

[Presentational/Oral rubric](#)

Objectives (Students will be able to...)	Essential Content/ Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> • Introduce self to others. • Use greetings and farewells. • Introduce friends to others. • Learn the names of classmates. • Students will differentiate “Usted” vs. “tu”. • Recycle vocabulary • Students will identify themselves when answering the question: Cómo te llamas? Students will appropriately answer the question: cómo estás? • Location and names of Spanish-speaking countries. • Express what country one is from: “¿De dónde eres?” (question word) • Answer with verb to be: “Soy”(verb-ser), “Eres..”(verb-ser) “Es”(verb-ser) “Soy de..”(verb-ser; preposition) • Recognize the words that are similar to English in Spanish. • Be aware of where Spanish speaking countries are on the map/globe. 	<p>Content:</p> <ul style="list-style-type: none"> • Review greetings and farewells; review expressions of feelings • Verb forms • Names and location of the Spanish-speaking countries in the world <p>Skills:</p> <ul style="list-style-type: none"> • Students will greet each other and answer basic questions. • Students will express their feelings and answer basic commands and questions. • Students will express where they are from with classmates. 	<ul style="list-style-type: none"> • Respond spontaneously to greetings and name questions. • Answer in complete sentences to estoy bien, estoy mal, estoy feliz, estoy triste, estoy más o menos. • Role play skits. • Mini-dialogues between students. • Puppet show presentation. • Name classmate in the target language. • Express farewells. • Answer in complete sentences, “Soy de Perú , soy de Costa Rica, soy de México.” • Geography: games, songs and puzzles. • Chanting/choral response. • Cooperative learning: map skills. • Paired conversations • Students will use the colors of their flag to make their passports. 	<p>7.1. A (1), Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1. A (2), Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (3) Recognize a few common gestures and cultural practices associated with the target culture(s)</p> <p>7.1 B (1) Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 B (3) Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.C(2) Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.C(3) Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.C(4) Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	<p>10-12 lessons</p>

Unit 2 Overview

Unit Title: The Classroom

Unit Summary:

Students will use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

Students will interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for 'back-to-school', school maps, and descriptions of classrooms in the target language.

Interpersonal:

Students will engage in short rehearsed/scripted conversations with classmates and the teacher, in which they ask and answer questions related to classroom objects and classroom setup.

Presentation:

Students use lists, chunks of language, and memorized phrases to describe their classroom and compare it with one in the target culture.

Suggested Pacing: 10-12 lessons

Learning Targets

Unit Essential Questions:

- Can I identify school supplies and furniture in my classroom?
- How do we answer simple commands associated with classroom items?
- How can we tell how many things and people are in the classroom?

Unit Enduring Understandings:

- We can understand short readings (back-to-school advertisements, school supply lists, school map) dealing with the description of things found in a school such as classroom items, furniture, and school supplies.
- We can use the smartboard and face-to-face communication to: Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
- We can use words, phrases, and memorized sentences to compare my classroom with a classroom in the target culture by comparing pictures from both cultures.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will create their own classroom. Student will label, form sentences and draw pictures about their own classroom. Teacher will use a presentational-oral assessment rubric. Students

will engage in oral language and interact with the teacher and their peers. Students will communicate through basic words and short memorized phrases within a given context.

[Presentational/oral rubric](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> • Talk about school supplies and classroom objects. • Talk about one or more persons or things in the classroom. • Ask what school materials people have and ask friends. • Differentiate “Usted” vs. “tu”. • Recycle vocabulary: Students will identify themselves when answering the question: ¿Cómo te llamas? Students will appropriately answer the question: ¿Cómo estás? • Build new basic vocabulary: name basic classroom objects. Name basic school supplies. • Express what country one is from: “¿De dónde eres?” (Question word) and the experience of attending a school in Spanish-speaking country. • Be aware of the structure of the language: Use of “hay” when naming and counting things and people. • Use the verb “tener” to ask what people have. • Practice adding –“s” and –“es” plural ending to nouns. Learn the plural definite article “los” and “las” and associate them with plural noun endings. • Practice: the plural interrogative constructions “¿Qué es esto?” es la pizarra, ¿Que son estos?, son los lápices, ¿Quién es? Es la maestra, ¿Quiénes son? Son los alumnos, “¿cuantos/as?” “ hay cuatro lápices. Higher level: “donde está el lápiz?, el lápiz esta encima/debajo/al lado de/ a la derecha/ a la izquierda/ delante/detrás. • Recognize the words that are similar to English in Spanish. 	<p>Content:</p> <ul style="list-style-type: none"> • School/classroom vocabulary • Verb forms Singular v plural <p>Skills:</p> <ul style="list-style-type: none"> • Students will speak to each other and answer basic questions. • Students describe their classroom, express their feelings and answer basic commands and questions. • Students will express where items are in their classrooms and where students are located. 	<ul style="list-style-type: none"> • Respond spontaneously to questions. • Answer in complete sentences • Teacher observation of class and individual response to teacher’s questions • Teacher observation of class and individual participation in activities involving object identification. • Teacher assessment of oral presentations/rubric • Name items in the target language. • Assessment during: games, songs and puzzles. • Chanting/choral response. • Paired conversations 	<p>7.1. A (2), Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (3) Recognize a few common gestures and cultural practices associated with the target culture(s)</p> <p>7.1. A (4), Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 B (5) Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.C(3) Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.C(4) Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>10-12 lessons</p>

			<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 3 Overview

Unit Title: Months of the year and days of the week

Unit Summary:

Students will use the target language in the three modes of communication to learn about the months of the year and the days of the week. Students will also understand the differences between celebrations in various countries. Students will learn how to communicate their own birthdays.

Interpretive:

Students will interpret authentic written, visual/or video/audio texts that contain months of the year and days of the week, and descriptions of these in the target language.

Interpersonal:

Students will engage in short rehearsed/scripted conversations with classmates, the teacher, and classmates, in which they ask and answer questions related to months of the year and days of the week.

Presentational:

Students will use lists, chunks of language, and memorized phrases to describe months of the year and the days of the week in the target language.

Suggested Pacing: 8-10 lessons

Learning Targets

Unit Essential Questions:

- Can we identify and communicate the months of the year in the calendar?
- How do we answer simple questions associated with days of the week?
- How can we express our birthday and other dates in the target language?

Unit Enduring Understandings:

- There are many important Latin American holidays and celebrations unique to the Spanish speaking countries
- We can use the smartboard and face-to-face communication to: Ask simple, memorized questions (yes/no, either/or, and short response) about the months of the year and the days of the week.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will create a birthday card, a calendar with activities, and/or create a card of a specific holiday or season. Project 1: Students will make their own birthday card based on the date and new vocabulary. Project 2: Students will create a calendar where they collect information from other students and activities that their friends like to do on that particular day. Teacher will assess with a presentational-oral assessment rubric. Project 3 (optional): Students will create a card about a holiday. E.g. “San Valentin.”

[Presentational/Oral Rubric](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> • Learn the days and months of the year: “¿Cuál es la fecha de hoy? Es el quince de febrero, ¿Que día es hoy? Hoy es lunes el quince de febrero. • Talk about activities for different months, for example: “¿Qué te gusta hacer los fines de semana? Me gusta nadar, bailar, estudiar, caminar, nadar, patinar, usar la computadora. ¿Te gusta bailar?, sí, me gusta.../ no, no me gusta bailar. • Ask people when their birthday is: “¿En qué mes es tu cumpleaños? ¿Cuándo es tu cumpleaños?, Es en noviembre, Es el doce de noviembre, mi cumpleaños es el doce de noviembre.” “¿Cuántos años tienes tú?, tengo...” • Talk about friends and activities. • Name months of the year in related activities. • Higher level: Use adverbs, such as “siempre, a veces, nunca” to describe frequency. • Write in complete sentences 	<p>Content:</p> <ul style="list-style-type: none"> • Recycling numbers and learning new numbers: 0-20 and 20-50 • Days of the week and months of the year (vocabulary and grammar phrases) • Seasons/climate in Spain and Latin-American countries and effect on culture • Calendars in Spain and Latin American Holidays <p>Skills:</p> <ul style="list-style-type: none"> • Students will speak to one another and answer basic questions. • Students will describe when their birthdays are and express activities • Students will use authentic children’s songs/literature 	<ul style="list-style-type: none"> • Answer in complete sentences • Teacher observation of class and individual response to teacher’s questions • Teacher observation of class and individual participation in activities involving object identification. • Teacher assessment of oral presentations/rubric • Name items in the target language. • Assessment during: games, songs and puzzles. • Chanting/choral response. • Cooperative learning • Paired conversations 	<p>7.1. A (2), Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (4), Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 B (4), Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 B (5), Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. C (3), Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1. C (4), Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	8-10 lessons

			<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 4 Overview

Unit Title: The weather and the seasons

Unit Summary:

Students will use the target language in the three modes of communication to examine different types of weather while indicating what type of weather there is in Spanish speaking countries. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

The Novice language learner understands and communicates at the word level and can identify and recognize memorized words and phrases to understand the weather.

Interpersonal:

The Novice language learner understands and communicates at the word level and can use some memorized words and phrases to respond to learned questions and ask memorized questions.

Presentational:

Students use lists, chunks of language, and memorized phrases to describe types of weather and compare them with one in the target culture.

Suggested Pacing: 8-10 lessons

Learning Targets

Unit Essential Questions:

- Can we identify and respond to questions about the weather and seasons?
- Can we talk about the weather in Spanish-speaking countries and compare/contrast?
- Can we describe different types of weather?

Unit Enduring Understandings:

- We can understand descriptions of seasons and the weather when presented in the target language
- We can recognize names of seasons and types of weather forecasts.
- We can use the smartboard and face-to-face communication to: Ask simple, memorized questions (yes/no, either/or, and short response) about the types of weather in different Spanish countries.

Evidence of Learning

Unit Benchmark Assessment Information:

Students will create a weather forecast based on Spanish speaking countries. Students will act as a weather person and will give the forecast of a determined country or continent (both as individuals and as a group). Teacher will use a presentational-oral assessment rubric. Students

will interact with the teacher and their peers. Students will communicate through basic words and short memorized phrases within a given context.

Presentational/Oral Rubric

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> • Ask and answer questions about the weather and seasons. • Talk about the weather • Describe different types of weather. • Talk about likes and dislikes, use pronouns me (te,le) in a sentence with the verb 'gustar' (to like) • Use descriptive words in appropriate contexts • Build new basic vocabulary: name the seasons: "la primavera, el verano, el otoño, and el invierno". • Describe different weather conditions using phrases such as: llueve, nieva, hace calor, esta nublado, etc. • Use descriptive words related to temperature, such as fresco, frio, calor, etc. • Ask questions using "¿Cuál estación...?, ¿Cuál es tu estación favorita?, ¿Qué tiempo hace en el verano? ¿Hace fresco/frio/calor?, ¿Qué tiempo hace hoy?, ¿Qué tiempo hace en Colombia?, ¿Qué tiempo hace en Chile? 	<p>Content:</p> <ul style="list-style-type: none"> • Science: During the year, changes in the earth's position relative to the sun cause the seasons. Be aware that in Spanish speaking countries we use Celsius not Fahrenheit. • Critical thinking: read about "El Niño." • Weather vocabulary <p>Skills:</p> <ul style="list-style-type: none"> • Students will speak to one another and answer basic questions. • Students will describe the weather and express weather conditions in Spanish • Describe the weather in different Spanish speaking countries 	<ul style="list-style-type: none"> • Teacher observation of class and individual response to teacher's questions • Teacher observation of class and individual participation in activities involving object identification. • Teacher assessment of oral presentations/rubric • Name seasons in the target language. • Assessment during: games, songs and puzzles. • Chanting/choral response. • Paired conversations 	<p>7.1. A (1), Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1. A (2), Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (4), Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 B (5) Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.C(3) Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.C(4) Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	8-10 lessons

			<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 5 Overview

Unit Title: Body Parts

Unit Summary:

Interpretive Mode:

Demonstrate understanding of specific body parts and interpret phrases and words in Spanish about body parts; Demonstrate understanding of definite articles, gender of the nouns and their plurals; Demonstrate understanding of visual clues and props; Understand and interpret written and spoken language.

Interpersonal Mode:

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas; Review numbers from unit #2 in third grade and exchange information about how many body parts we have and identify/express the various parts of the body in Spanish.

Presentational Mode :

Imitate, recite and/or dramatize simple rhymes and songs; Students will present information on body parts and present it to the class.

Culture:

Students will develop awareness about Mexican festivities and traditions.

Suggested Pacing: 8-10 lessons

Learning Targets

Unit Essential Questions:

- How do we express the words for the body parts in Spanish?
- How can I recognize gender in a noun?
- What are some traditions they celebrate in Mexico?

Unit Enduring Understandings:

- Students can say the names of the body parts in both singular and plural form
- Students can identify the gender of nouns
- Students retain an appreciation and understanding of festivities and celebrations in Mexico

Evidence of Learning

Unit Benchmark Assessment Information:

Students will create a monster. Students will write a description using the information previously learned (i.e. what is the name of the monster, how does it feel, how many body parts does it have, age, its' color and what it likes and doesn't like. Students will communicate through basic words and memorize phrases within a given context.

[Project "Mi monstruo"](#)

[Draft](#)

[Presentational Rubric](#)

[Final paper](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ul style="list-style-type: none"> Students will read, speak, recognize and answer questions about body parts. Students will respond to questions "¿qué parte del cuerpo es...? Cuántas manos tienes tú?, ¿cuántos pies tienes tú? , ¿Cuántos brazos tienes tú? Students will be able to answer "tengo dos manos", "tengo dos brazos", "tengo dos pies". Students will be able to recognize gender of nouns, definitive and plurals of body parts i.e: el brazo, los brazos, la pierna, las piernas. Students will be able to talk about and answer simple questions about Mexican festivities and celebrations. 	<p>Content:</p> <ul style="list-style-type: none"> Introduce "Las partes del cuerpo". Students will respond to commands in the target language. Students will write, make flash cards and play different cooperative games. Students will ask questions to help with their communication skills. Understand definite articles and gender. Students will be introduced Mexican celebrations i.e. "la fiesta y la piñata". 	<ul style="list-style-type: none"> Identification in the target language (oral responses). Students will be able to recognize body parts, definite articles, and plural and gender nouns. Classroom participation and projects. 	<p>7.1. A (1) Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1. A (2) Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1. A (3) Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1. A (4) Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 A (5) Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1 B (1) Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 B(2) Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1 B(3) Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	8-10 lessons

			<p>7.1 B (4) Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 C (2) Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1C (3) Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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