

GRADE 4 SPANISH

Description

This year-long course meets 25 minutes four times a week. It is an introductory course that provides a basic foundation in Spanish with a listening and speaking focus. Reading and writing are introduced. The emphasis is on acquiring basic vocabulary and language structures to begin communicating in Spanish. Students are also exposed to the geography and culture of Spanish-speaking countries.

Course Overview

Course Objectives

Students will: communicate using basic Spanish

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Grade Level Skills

Students will:

- Skills Matrix

Content Outline

- I. [Unit 1 - Getting to Know You!](#)
- II. [Unit 2 - How Are You?](#)
- III. [Unit 3 - Spanish Explorers](#)
- IV. [Unit 4 - Let's Go to School](#)
- V. [Unit 5 - The Spanish Royal Family](#)

Standards

[Connecticut SDE – World Language Curriculum Framework 2005](#)

Connecticut World Language Standards are met in

Assessments

Common Assessments

Skill Assessments

VI. Unit 6 - A Day in Madrid VII. Unit 7 - El Mercado de Chichicastenango, Guatemala VIII. Unit 8 - Pastimes and Hobbies	the following areas: <ul style="list-style-type: none"> • <i>Communication (Interpersonal Mode)</i> • <i>Communication (Interpretive Mode)</i> • <i>Cultures</i> • <i>Connections (Interdisciplinary Mode)</i> • <i>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> 	
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Pacing Guide										
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June	
Unit 1 Getting to Know You! 2 weeks	Unit 2 How Are You? 3 weeks	Unit 3 Spanish Explorers 5 weeks	Unit 4 Let's Go to School 4 weeks	Unit 5 The Spanish Royal Family 5 weeks	Unit 6 A Day in Madrid 5 weeks	Unit 7 El Mercado de Chichicastenango, Guatemala 5 weeks	Unit 8 Pastimes and Hobbies 5 weeks			

Unit 1 – Getting to Know You! [top](#)

Standards

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.

Students will:

- use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.

Unit Objectives

Students will be able to:

- use expressions needed to meet and greet others.
- appreciate and recognize Spanish names.

Essential Question

- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Question

- How do I greet someone, introduce myself and say goodbye?

Assessment

- Listening assessment of greetings and farewells (Viva el español - System A- Assessment 1A and 1B book)

Skill Objectives

Students will:

- greet, meet, and take leave of people appropriately.
- utilize Spanish names.

Unit 2 – How Are You? [top](#)

Standards

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- recognize and respond appropriately to questions, statements or commands.

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- use appropriate gestures, when necessary, to make their messages comprehensible.

Unit Objectives

Students will be able to:

- demonstrate comprehension of questions and statements by responding appropriately.
- discuss how they and others feel.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I use another language to communicate with others?

Focus Question

- How do I express how I feel?

Assessments

- Guided dialogue to present to class
- System A, Assessment 3B

Skill Objectives

Students will:

- answer questions about how they feel.
- ask another how he/she feels.
- state how another person feels.
- use tú and usted appropriately.

Unit 3 - Spanish Explorers [top](#)

Standards
Connections (Interdisciplinary Mode)
In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.
 Students will:

- use simple information learned in other subjects in their study of a world language.
- use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

<p>Unit Objective Students will be able to:</p> <ul style="list-style-type: none"> • discuss one explorer. 	<p>Essential Question</p> <ul style="list-style-type: none"> • How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? 	<p>Assessment</p> <ul style="list-style-type: none"> • Tell a short story about one explorer using the skill objectives as a guide. Example: Hay un explorador. Se llama Cristóbal Colón. Es de Italia. Busca especias. Sale de España. Llega al Caribe. El Caribe está en Norteamérica.
	<p>Focus Question</p> <ul style="list-style-type: none"> • What did Spanish explorers do? 	<p>Skill Objectives Students will:</p> <ul style="list-style-type: none"> • label the continents on a map. • state the name of a Spanish explorer. • state where the explorer is from. • state what the explorer looks for. • state from where the explorer leaves. • state where the explorer lands. • state in what continent the arrival country is located.

Unit 4 - Let's Go to School [top](#)

Standards

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.

Students will:

- identify and experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- give and follow simple instructions by participating in various games or other activities with partners and groups.

Unit Objectives

Students will be able to:

- talk about teachers, places, and objects in a school.
- use numbers to express quantity.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use another language to communicate with others?

Focus Question

- How do I talk about school?

Assessment

- Participation in song or game relating to school

Unit Skills

Students will:

- identify classroom objects.
- identify places in a school.
- count items in a classroom.
- recognize and participate in a Hispanic playground game.

Unit 5 - The Spanish Royal Family [top](#)

Standards

Cultures

In at least one language other than English, students will demonstrate and understanding of the products, practices and perspectives of the cultures studied, and will use their knowledge for interpersonal, interpretative and presentational communication.

Students will:

- recognize simple themes, ideas or perspectives of the target culture.

Unit Objectives

Students will be able to:

- introduce family members.
- discuss ages of family members.

Essential Question

- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Question

- Who is the Spanish Royal Family?

Assessment

- Create a page about a family member, pet or member of the Royal Family for a class scrapbook

Es mi _____.

Él/Ella se llama _____.

Él/Ella tiene ___ años.

Skill Objectives

Students will:

- identify family members.
- indicate relationships.
- state their age and the age of family members.

Unit 6 – A Day in Madrid [top](#)

Standards

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- use new information and cultural awareness to recognize the similarities and differences across cultures.

Unit Objective

Students will be able to:

- discuss their plans for a day in Madrid.

Essential Question

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Question

- What will I do today in Madrid?

Assessment

- Postcard from Madrid to family or friends discussing their plans for the day

Skill Objectives

Students will:

- identify possible tourist destinations in a city.
- identify where the destinations are located.
- identify modes of transportation.
- state where they are going.
- state what they want or are looking for.
- state what mode of transportation they will use.
- recognize the importance of the town square in some Spanish-speaking cities.

Unit 7 – El Mercado de Chichicastenango, Guatemala [top](#)

Standards

Cultures

In at least on language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.

Students will:

- identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- recognize that there are often multiple ways to express an idea in the target language.

Unit Objective

Students will be able to:

- discuss, buy and sell clothing or handicrafts.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use another language to communicate with others?

Focus Question

- How do I buy clothing/handicrafts in an open-air market?

Assessment

- Role-play an open air market

Skill Objectives

Students will:

- identify articles of clothing.
- state what they are wearing.
- recognize traditional clothing and handicrafts of Guatemala.
- Request/state the price of article of clothing or handicraft.

Unit 8 – Pastimes and Hobbies [top](#)

Standards

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.

Unit Objective

Students will be able to:

- discuss summer activities.

Essential Question

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Question

- What will I do this summer?

Assessment

- Listening assessment about sports and pastimes (Viva el español - System A 25 B and 26 B)

Skill Objectives

Students will:

- identify pastimes and sports.
- indicate what they are going to do.
- indicate what someone else is going to do.
- state whether they like or don't like an activity.
- state whether someone likes or doesn't like an activity.
- identify popular pastimes in Spanish speaking countries.