

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

GRADE 4 SPANISH

BOARD OF EDUCATION APPROVED 03/10/2009

GRADE 4 SPANISH

Statement of Purpose

The goal of our World Language Department is to encourage an understanding of and an interest in other cultures through the study of another language and to develop skills that allow for communication in a target language. In 4th /5th grade Spanish, students will develop basic language skills and an awareness of the products, practices, and perspectives of the Hispanic and Spanish culture.

Audience

Grade 4/5

Prerequisite

None

Design and 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 Objectives

Students will be able to:

- use expressions needed to meet and greet others.
- appreciate and recognize Spanish names.
- demonstrate comprehension of questions and statements by responding appropriately.
- discuss how they and others feel.
- discuss one explorer.
- talk about teachers, places, and objects in a school.
- use numbers to express quantity.
- introduce family members.
- discuss ages of family members.
- discuss their plans for a day in Madrid.
- discuss, buy, and sell clothing or handicrafts.
- discuss summer activities.

Skill Objectives

Students will:

- greet, meet, and take leave of people appropriately.
- utilize Spanish names.
- answer questions about how they feel.
- ask another how he/she feels.
- state how another person feels.

- use tú and usted appropriately.
- 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 place is located.
- identify classroom objects.
- identify places in a school.
- count items in a classroom.
- recognize and participate in a Hispanic playground game.
- identify family members.
- indicate relationships.
- state their age and the age of family members.
- 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.
- identify articles of clothing.
- state what they are wearing.
- recognize traditional clothing and handicrafts of Guatemala.
- request the price of article of clothing or handicraft.
- state the price of article of clothing or handicraft.
- 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.

World Language Standards

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.

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

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

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.

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.

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

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

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

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.

Students will use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

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.

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.

Information and Technology Standards (to be added)

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?

Focus Questions

- How do I greet someone, introduce myself and say goodbye?
- How do I express how I feel?
- What did Spanish explorers do?
- How do I talk about school?
- Who is the Spanish Royal Family?
- What will I do today in Madrid?
- How do I buy clothing and handicrafts in an open-air market?
- What will I do this summer?

UNITS of STUDY

Unit 1: Getting to Know You!

World Language 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.

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?

Core Topics

- Greetings, introductions and farewells
- Hispanic names
- Titles: señor, señora, señorita

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

Listening assessment of greetings and farewells

Pacing

2 weeks

Unit 2: How Are You?

World Language 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.

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?

Core Topics

- emotions and feelings
- Tú vs. usted

Unit Objectives

Students will be able to:

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

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.

Sample Assessment

Guided dialogue to present to class

Pacing

3 weeks

Unit 3: Spanish Explorers

World Language 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.

Students will use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

Essential Question

- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?

Focus Question

- What did Spanish explorers do?

Core Topics

- Spanish explorers
- Continents
- Spanish-speaking countries

Unit Objective

Students will be able to:

- discuss one explorer.

Skill Objectives

Students will:

- 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.

Sample Assessment

Tell a short story about one explorer using the skill objectives as a guide.

Pacing

4 weeks

Unit 4: Let's Go to School

World Language 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.

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?

Core Topics

- Classroom objects
- Places in a school
- Numbers 0-31
- Hispanic playground games

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

Participation in song or game relating to school

Pacing

4 weeks

Unit 5: The Spanish Royal Family

World Language 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.

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?

Core Topics

- Family vocabulary
- Pet vocabulary
- Numbers 31-100
- Spanish Royal Family

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

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

Pacing

5 weeks

Unit 6: A Day in Madrid

World Language 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.

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?

Core Topics

- Places in the city
- Transportation
- La Plaza Mayor

Unit Objective

Students will be able to:

- discuss their plans for a day in Madrid.

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.

Sample Assessment

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

Pacing

5 weeks

Unit 7: El Mercado de Chichicastenango, Guatemala

World Language 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.

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 and handicrafts in an open-air market?

Core Topics

- Clothing
- Colors
- Traditional clothing and handicrafts of Guatemala
- Negotiating price

Unit Objective

Students will be able to:

- discuss, buy and sell clothing or handicrafts.

Skill Objectives

Students will:

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

Sample Assessment

Role-play an open air market

Pacing
5 weeks

Unit 8: Pastimes and Hobbies

World Language 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.

Essential Question

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

Focus Question

- What will I do this summer?

Core Topics

- Sports and pastimes
- Popular sports in Spanish speaking countries

Unit Objective

Students will be able to:

- discuss summer activities.

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.

Sample Assessment

Listening assessment about sports and pastimes

Pacing

3 weeks

Vocabulary Enrichment Throughout the Year:

- ♦ Days of the week.
- ♦ Weather
- ♦ Months
- ♦ Seasons
- ♦ Classroom commands and expressions