

Grade 4 Spanish

Unit Title	Unit Topic (AP Course Theme)	Language Function	Vocabulary
Unit 1	Greetings and Introductions: US (Personal Identity)	<p>Present tense your name is/my name is ¿Cómo te llamas tú? Yo me llamo</p> <p>Present tense your age/my age ¿Cuántos años tienes tú? Yo tengo __ años.</p> <p>Present tense your/my favorite color is ¿Cuál es tu color favorito? Mi color favorito es __.</p> <p>Present tense I need Yo necesito __.</p>	<p>Tier 1 Greeting and farewells, Spanish names, numbers, colors, Spanish speaking countries, useful classroom expressions, required classroom supplies</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary Example: I am 9 years old</p>
Unit 2	Travel: Spain (Contemporary Life)	<p>Present tense It's ____. Hace __. Lueve.</p> <p>Present tense I'm going to <i>a place</i>. Yo voy a __.</p> <p>Present tense I'm going <i>by plane, train, bus, car, etc.</i> Yo voy __.</p>	<p>Tier 1 Weather, places in the city, transportation, parts of a day</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary Example: It's sunny.</p>

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		<p>Present tense I'm going <i>this morning, this afternoon, tonight, tomorrow, etc.</i> Yo voy ___.</p>	
Unit 3	Leisure and Sports: Mexico (Contemporary Life)	<p>Present tense you like/I like ¿Qué te gusta hacer en ___. En ___ me gusta ___.</p> <p>¿Qué te gusta hacer el ___. El ___ me gusta ___.</p> <p>Present tense you don't like/I don't like ¿Qué no te gusta hacer? No me gusta ___.</p> <p>Present tense You're/I'm going to <i>do</i> ¿Qué vas a hacer tú en ___. En ___ yo voy a ___. ¿Qué vas a hacer tú el ___. El ___ yo voy a ___.</p> <p>Present tense You're/I'm not going to <i>do</i> ¿Qué no vas a hacer tú? Yo no voy a ___.</p> <p>Mi pasatiempo favorito es ___.</p>	<p>Tier 1 Activities, seasons, days of the week</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary Example: I like to play soccer.</p>

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Unit 1	
AP Theme	Personal Identity
Topic	Greetings and Introductions
Overview Unit # 1	Students will explore what personal information makes up their identity. They will introduce themselves and learn about others. They will create a passport that will serve as a portfolio of their learning throughout fourth and fifth grade.
Essential Question	How can I use Spanish to expand my world?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • greet one another and take leave from one another. • ask and answer “What is your name?” in Spanish. • ask and answer “How old are you?” in Spanish. • ask and answer “What is your favorite color?” in Spanish. • comprehend useful classroom expressions. • express the need for required classroom supplies. • identify Spanish speaking countries in Spanish. • explain the significance of the present day celebration of Columbus Day.

ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit	
Communication Communicate effectively in more than one language in order to function in a variety of	Interpersonal Communication <i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>
	Unrehearsed Speaking Example: Learners will ask and answer personal questions in Spanish.
	Interpretive Communication

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situations and for multiple purposes	<i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i>	
	Listening Example: Learners will listen to statements and expressions in Spanish and choose the appropriate corresponding picture.	Reading Example: Learners will comprehend personal questions in Spanish.
	Presentational Communication <i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i>	
	Rehearsed Speaking Example: Learners will introduce themselves in the target language.	
Cultures React with cultural competence and understanding	Relating Cultural Practices to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>	
	Relating Cultural Products to Perspectives <i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i>	
	Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. demonstrate an understanding of the relationship between cultural products and perspectives of the cultures. Example: Learners will explain the significance of present day Columbus Day celebrations and demonstrate understanding of why people are proud of their heritage.	

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<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p style="text-align: center;">Making Connections</p> <p style="text-align: center;"><i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p>Examples of connections to other disciplines: <u>Social Studies:</u> Spanish speaking countries <u>Math:</u> Numbers <u>Art:</u> Primary and Secondary Colors</p>
	<p style="text-align: center;">Acquiring Information and Diverse Perspectives</p> <p style="text-align: center;"><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Example: Learners will recognize that Spanish is spoken in many different countries around the world.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p style="text-align: center;">Language Comparisons</p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p>Example: <i>My name is versus I call myself.</i> <i>I am ___ years old versus I have ___ years.</i></p>
	<p style="text-align: center;">Cultural Comparisons</p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p>

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	Example: Learners will identify similarities and differences among Spanish speaking countries.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities
	<i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will share the value of learning about other cultures.
	Lifelong Learning
	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will recognize how learning Spanish can expand their world.

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Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Ask and answer “What is your name?”	Present tense your name is/my name is ¿Cómo te llamas tú?	Tier 1 Greeting and farewells, Spanish names, numbers, colors, Spanish speaking countries, useful classroom expressions, required classroom supplies Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks
	Yo me llamo	
Ask and answer “How old are you?”	Present tense your age/my age ¿Cuántos años tienes tú?	
	Yo tengo __ años.	
Ask and answer “What is your favorite color?”	Present tense your/my favorite color is ¿Cuál es tu color favorito?	
	Mi color favorito es __.	
Express the need for required classroom supplies.	Present tense I need Yo necesito __.	

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Unit 2	
AP Theme	Contemporary Life
Topic	Travel
Overview Unit # 2	Students will travel to Spain in Unit 2. They will plan a day in Madrid depending on the weather by naming places they will visit and stating methods of transportation they will use.
Essential Question	How do my surroundings affect my day?
Unit Focus	Learners will be able to: <ul style="list-style-type: none">• comprehend and answer the question “What’s the weather today?” in Spanish• comprehend and answer “Where are you going?” in Spanish• comprehend and answer “How will you get there?” in Spanish• comprehend and answer “When are you going?” in Spanish• describe a New Year’s Eve tradition in Spain

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ACTFL World-Readiness Standards For Learning Languages Emphasized in the Unit		
<p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p>Interpretive Communication</p> <p><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>	
	<p>Listening</p> <p>Example: Learners will listen to questions regarding plans for a day in Madrid and choose the appropriate response.</p>	<p>Reading</p> <p>Example: Learners will read a brochure and demonstrate comprehension.</p>
	<p>Presentational communication</p> <p><i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i></p>	
	<p>Rehearsed Writing</p> <p>Example: Learners will write a plan for a day in Madrid.</p>	
	<p>Relating Cultural Practices to Perspectives</p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>	
<p>Cultures React with cultural competence and understanding.</p>	<p>Relating Cultural Products to Perspectives</p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>	
	<p>Learners will be able to</p> <ul style="list-style-type: none"> demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. demonstrate an understanding of the relationship between cultural products and perspectives of the cultures. <p>Example: Learners will explain the significance of La Plaza as a meeting place in Spanish cities.</p>	

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<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p>Making Connections</p> <p><i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p>Examples of connections to other disciplines: <u>Social Studies:</u> Geography ~ layout of a city Capital of Spain ~ Royal Seat <u>Science:</u> Climate & weather <u>Art:</u> Picasso</p>
	<p>Acquiring Information and Diverse Perspectives</p> <p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Example: Learners will understand the role of La Plaza as a meeting place in a Spanish city.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons</p> <p><i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p>Example: Most weather expressions start with <i>hace</i>; <i>llueve</i> (it's raining) does not.</p>
	<p>Cultural Comparisons</p>

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	<p><i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p>
	<p>Example: Learners will identify Spanish royalty.</p>
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<p>School and Global Communities</p> <p><i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p>
	<p>Example: Learners will research the weather in Madrid.</p>
	<p>Lifelong Learning</p> <p><i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
	<p>Example: Learners will reflect on the benefits of travel abroad.</p>

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Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Answer the question “What’s the weather today?”	Present tense It’s ____. Hace ____. Lueve.	Tier 1 Weather expressions, places in the city, transportation, parts of a day Example: It’s raining, museum, hotel, morning
Answer “Where are you going?”	Present tense I’m going to <i>a place</i> . Yo voy a ____.	
Answer “How will you get there?”	Present tense I’m going <i>by plane, train, bus, car, etc.</i> Yo voy ____.	Tier 2 Idiomatic expressions and language specific vocabulary Example: It’s sunny.
Answer “When are you going?”	Present tense I’m going <i>this morning, this afternoon, tonight, tomorrow, etc.</i> Yo voy ____.	
		Tier 3 Domain- specific vocabulary for interpretive tasks

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	Unit 3
Theme	Contemporary Life
Topic	Leisure and Sports
Overview Unit # 3	Students will travel to México in Unit 3 where they will express their favorite activities. They will share what they like to do in a particular season and/or on a particular day. They will connect what they like to do with what they are going to do this summer.
Essential Question	What is the connection between who I am and what I like to do?
Unit Focus	Learners will be able to: <ul style="list-style-type: none">• ask and answer “What do you like to do?” (in a particular season and/or on a particular day) in Spanish• ask and answer “What don’t you like to do?” in Spanish• ask and answer “What are you going to do?” (in a particular season and/or on a particular day) in Spanish• ask and answer “What are you not going to do?” in Spanish• express favorite activities• compare their summer plans with the summer plans of students in Spanish speaking countries

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World Readiness Standards For Learning Languages Emphasized in the Unit			
<p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication</p> <p><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>		
	<p>Unrehearsed Speaking</p> <p>Example: Learners will ask and answer questions about what they are and aren't going to do this summer based on likes and dislikes.</p>		
	<p>Interpretive Communication</p> <p><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p>Listening</p> <p>Example: Learners will listen to statements regarding activities and choose the appropriate response.</p> </td> <td style="width: 50%; text-align: center;"> <p>Reading</p> <p>Example: Learners will read a schedule and demonstrate comprehension.</p> </td> </tr> </table>	<p>Listening</p> <p>Example: Learners will listen to statements regarding activities and choose the appropriate response.</p>	<p>Reading</p> <p>Example: Learners will read a schedule and demonstrate comprehension.</p>
	<p>Listening</p> <p>Example: Learners will listen to statements regarding activities and choose the appropriate response.</p>	<p>Reading</p> <p>Example: Learners will read a schedule and demonstrate comprehension.</p>	
	<p>Presentational communication</p> <p><i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i></p>		
	<p>Rehearsed Speaking</p> <p>Example: Learners will state what they like to do in a particular season.</p>		
<p>Cultures React with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives</p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p>		
	<p>Relating Cultural Products to Perspectives</p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		

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	<p>Learners will be able to</p> <ul style="list-style-type: none"> demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. demonstrate an understanding of the relationship between cultural products and perspectives of the cultures. <p>Example: Learners will understand that on a Spanish language calendar, the week begins on Monday.</p>
<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p>Making Connections</p>
	<p><i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p>Examples of connections to other disciplines: <u>Social Studies:</u> Northern and southern hemispheres <u>Science:</u> Weather <u>PE, Music, Art, Library</u></p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.</p>	<p>Acquiring Information and Diverse Perspectives</p>
	<p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Example: Learners will consider the popularity of soccer in Mexico and its origin.</p>
	<p>Language Comparisons</p>
	<p><i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p>Example: Learners will recognize that days of the week are not capitalized.</p>
	<p>Cultural Comparisons</p> <p><i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons</i></p>

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	<i>of the cultures studied and their own.</i>
	Example: Learners will compare and contrast the popularity of soccer and other sports.
<p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	School and Global Communities
	<i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i>
	Example: Learners will inform others of Spanish speaking countries’ participation in the World Cup and/or Olympics.
	Lifelong Learning
	<i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will evaluate the role sports plays in their own lives.

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Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Ask and answer “What do you like to do?” in a particular season	Present tense you like/I like ¿Qué te gusta hacer en ___.	Tier 1 Activities Seasons Day of the week Tier 2 Idiomatic expressions and language specific vocabulary Tier 3 Domain- specific vocabulary for interpretive tasks
	En ___ me gusta ___.	
Ask and answer “What do you like to do?” on a particular day	¿Qué te gusta hacer el ___.	
	El ___ me gusta ___.	
Ask and answer “What don’t you like to do?”	Present tense you don’t like/I don’t like ¿Qué no te gusta hacer?	
	No me gusta ___.	
Ask and answer “What are you going to do?” in a particular season	Present tense You’re/I’m going to <i>do</i> ¿Qué vas a hacer tú en ___.	
	En ___ yo voy a ___.	
Ask and answer “What are you going to do?” on a particular day	¿Qué vas a hacer tú el ___.	
	El ___ yo voy a ___.	
Ask and answer “What are you not going to do?” in Spanish	Present tense You’re/I’m not going to <i>do</i> ¿Qué no vas a hacer tú?	
	Yo no voy a ___.	
Express favorite activities	Mi pasatiempo favorito es ___.	