



World Language Curriculum

Grade 4 Spanish

Grade 4 World Language: Description

The primary goal of the Fairfield Public Schools World Language Curriculum is to create global citizens and lifelong learners who have developed the ability “to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world” (National Standards in Foreign Language Education Project, p.11).

Students in the Fairfield Public Schools are *immersed in a World Language program which emphasizes “knowing how (grammar), when (context), and why (purpose) to say what (vocabulary) to whom (audience)”* (National Standards in Foreign Language Education Project, p.12). *Emphasis is placed on the three communicative modes: presentational (written and oral language), interpretive (oral or written messages), and interpersonal (direct oral communication) and the study of culture, which is based on the relationship between product, practice, and perspective. Vocabulary development, functions and related grammatical structures and the exploration of culture are maintained through reading, writing, speaking, and listening activities throughout the program.*

Aligned with the newly released National Standards, World-Readiness Standards for Learning Languages, State Standards, and the AP Themes, our program introduces students to the target language and culture through authentic materials and real world application allowing learners to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

The learner in **Grade 4** will:

- communicate information on a few, very familiar topics using simple words and phrases that have been practiced and memorized.
- recognize some familiar words and phrases from highly predictable oral or written texts.
- derive meaning from authentic texts that are extremely supported by visuals.

National Standards in Foreign Language Education Project (NSFLEP). (2015). World-Readiness standards for learning languages (W-RSLL). Alexandria, VA: Author. Retrieved from: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

**World Language Standards for Learning Languages: Goal Areas and Standards
(from the American Council on the Teaching of Foreign Languages - ACTFL)**

COMMUNICATION: Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Communication)
- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretative Communication)
- Learners present information, concepts, and 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. (Presentational Communication)

CULTURES: Learners interact with cultural competence and understanding.

- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (Relating Cultural Practices to Perspectives)
- Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (Relating Cultural Products to Perspectives)

CONNECTIONS: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

- Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (Making Connections)
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (Acquiring Information and Diverse Perspectives)

COMPARISONS: Learners develop insight into the nature of language and culture in order to interact with cultural competence.

- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (Language Comparisons)
- Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (Cultural Comparisons)

COMMUNITIES: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (School and Global Communities)
- Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. (Lifelong Learning)

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| Grade 4 World Language: Overview |
| Course Essential Questions |
| What are the pieces that make up my personal puzzle? |
| Why is Madrid a great place to visit? |
| How does what I like to do influence where I choose to vacation? |

Course Themes and Recommended Context

All World Language courses are theme-based, with selected themes based on the Advanced Placement Course

Global Challenges

- Economic Issues
- Environmental Issues
- Philosophical Thought and Religion
- Population and Demographics
- Social Welfare
- Social Conscience

Science and Technology

- Access to Technology
- Effects of Technology on Self and Society
- Health Care and Medicine
- Innovations
- Natural Phenomena
- Science and Ethics

Contemporary Life

- Education and Careers
- Entertainment
- Travel and Leisure
- Lifestyles
- Relationships
- Social Customs and Values
- Volunteerism

Personal and Public Identities

- Alienation and Assimilation
- Heroes and Historical Figures
- National and Ethnic Identities
- Personal Beliefs

- Personal Interests
- Self-Image

Families and Communities

- Customs and Values
- Education Communities
- Family Structure
- Global Citizenship
- Human Geography
- Social Networking

Beauty and Aesthetics

- Architecture
- Defining Beauty
- Defining Creativity
- Fashion and Design
- Language and Literature
- Visual and Performing Arts

| Grade 4 World Language: Overview | |
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| Assessments | |
| <p>Assessments are based on students’ ability to read, write, listen, and speak the language in both rehearsed and unrehearsed formats. Correct use of language functions is included in each type of assessment.</p> <p>Students’ progress will be measured with both formative and summative assessments. Common assessments will be used and analyzed by teachers of each course.</p> | |
| Teacher Resources | |
| <p>In addition to the approved text, teachers will use a variety of resources including authentic literature, videos, songs, and online periodicals.</p> | |

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| Unit Title | Unit Topic (AP Course Theme) | Language Function | Related Structure/Pattern | Vocabulary |
|---------------|---|---|---|--|
| Unit 1 | My Personal Puzzle: US (Personal Identity) | <p>Ask and answer personal questions.</p> <p>Comprehend and respond to personal questions.</p> <p>Identify languages spoken.</p> <p>Describe the colors of Spanish speaking countries' flags.</p> <p>Express the need for required classroom materials.</p> | <p>What is your name? My name is ... How old are you? I am #.</p> <p>My favorite color is ... I'm fine, thank you.</p> <p>I speak Spanish. I speak English.</p> <p>It is <i>yellow</i> and <i>red</i>.</p> <p>I need a <i>pencil</i>.</p> | <p>Tier 1 Words and phrases related to identifying personal information. Example: age</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary Example: My name is</p> |
| Unit 2 | Travel: Spain (Contemporary Life) | <p>Comprehend and answer questions related to where, when, and how.</p> <p>Ask and answer "Where are you going?" and "Why?"</p> | <p>I'm going <i>to El Prado</i>. I'm going <i>at 10 o'clock</i>. I'm going <i>this afternoon</i>. I'm going <i>by metro</i>.</p> <p>I'm going <i>to the museum</i> because <i>it's raining</i>.</p> | <p>Tier 1 Words and phrases related to travel. Example: car</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary Example: It's sunny.</p> |

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| Unit 3 | Leisure and Sports: México (Contemporary Life) | Discuss likes and dislikes. Express when. | I like ... I don't like ... In the <i>summer</i> , when it's <i>hot</i> ... <i>On Tuesday</i> | Tier 1 Words and phrases related to leisure time. Example: soccer Tier 2 Idiomatic expressions and language specific vocabulary Example: I like to play ... |
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| Unit 1 | |
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| AP Theme | Personal Identity |
| Topic | My Personal Puzzle |
| Overview Unit # 1 | Learners will explore what personal information makes up their identity. They will introduce themselves and learn about others. They will each create a passport that will serve as their portfolio of learning throughout fourth and fifth grade. |
| Essential Question | What are the pieces that make up my personal puzzle? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • comprehend and answer personal questions. • ask someone for his/her name and age. • identify the languages they speak. • comprehend useful classroom expressions. • express the need for required classroom supplies. • on a map, locate cities in the US with prominent Hispanic populations. • identify Spanish speaking countries and their flags. |

| 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 situations and for multiple purposes | 1) 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. | |
| | 2) Interpretive Communication <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 and choose the appropriate corresponding picture. | Reading Example: Learners will derive meaning from a visually supported reading. |
| | 3) 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 Writing and Speaking Example: Learners will introduce themselves. | |
| Cultures Interact with cultural competence and understanding | 1) 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> | |
| | 2) 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 demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify flags from Spanish speaking countries and explain when and why flags are displayed. | |

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| 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 | 1) Making Connections <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> |
| | Examples of connections to other disciplines: <u>Social Studies:</u> Spanish speaking countries |
| | 2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i> |
| | Example: Learners will recognize that Spanish is spoken in many different countries around the world. |
| Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence | 1) Language Comparisons <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> |
| | Example: Learners will inspect how to tell someone their name. |
| | 2) Cultural Comparisons <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> |
| | Example: Learners will identify similarities and differences related to the flags of Spanish speaking countries. |
| Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | 1) 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. |
| | 2) 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 personal questions. | What is your name? My name is ... | Tier 1 Words and phrases related to identifying personal information. Example: age Tier 2 Idiomatic expressions and language specific vocabulary Example: My name is |
| | How old are you? I am #. | |
| Comprehend and respond to personal questions. | My favorite color is ... | |
| Identify languages spoken. | I speak Spanish. I speak English. | |
| Describe the colors of Spanish speaking countries' flags. | It is <i>yellow</i> and <i>red</i> . | |
| Express the need for required classroom materials. | I need a <i>pencil</i> . | |

| Unit 2 | |
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| AP Theme | Contemporary Life |
| Topic | Travel |
| Overview Unit # 2 | Learners will explore Madrid, Spain in Unit 2. They will create an itinerary for a day in the city depending on the weather by naming places they will visit and stating methods of transportation they will use. They will update their passports in Madrid, Spain. |
| Essential Question | Why is Madrid a great place to visit? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none"> • locate Spain and its capital city Madrid on a map. • list places to visit in the city of Madrid. • choose appropriate means of transportation. • identify how the weather impacts plans. • indicate the time for each activity. • ask and answer where you are going and why. |

| 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 situations and for multiple purposes | 1) 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 discuss their plans for the day in Madrid. | |
| | 2) Interpretive Communication <i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i> | |
| | Listening Example: Learners will listen to a song and demonstrate comprehension. | Reading Example: Learners will read a museum website and identify the museum's hours of operation. |
| | 3) 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 Writing and Speaking Example: Learners will share their itinerary for a day in Madrid. | |
| Cultures Interact with cultural competence and understanding | 1) 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> | |
| | 2) 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 demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify the importance and use of the metro. | |

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| 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 | 1) Making Connections <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> |
| | Examples of connections to other disciplines: Geography: Layout of a city |
| | 2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i> |
| | Example: Learners will evaluate the role of public transportation. |
| Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence | 3) Language Comparisons <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> |
| | Example: Learners will express time. |
| | 4) Cultural Comparisons <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> |
| | Example: Learners will reflect upon the role of public transportation. |
| Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | 5) 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 highlights of their itinerary. |
| | 6) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i> |
| | Example: Learners will reflect on the benefits of travel abroad. |

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| Lesson Planning Components | | |
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| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Comprehend and answer questions related to where, when, and how. | I'm going <i>to El Prado</i> . I'm going <i>at 10 o'clock</i> . I'm going <i>this afternoon</i> . I'm going <i>by metro</i> . | Tier 1 Words and phrases related to travel. Example: car Tier 2 Idiomatic expressions and language specific vocabulary Example: It's sunny. |
| Ask and answer "Where are you going?" and "Why?" | I'm going <i>to the museum</i> because <i>it's raining</i> . | |

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| | Unit 3 |
|-------------------------------|--|
| Theme | Contemporary Life |
| Topic | Leisure and Sports |
| Overview Unit # 3 | Learners will plan a trip to México in Unit 3. They will consider their personal interests when choosing the destination. They will update their passports in México. |
| Essential Question | How does what I like to do influence where I choose to vacation? |
| Unit Focus | <p>Learners will:</p> <ul style="list-style-type: none">• locate México on a map.• identify popular tourist destinations in México and locate them on a map.• outline what activities one can do in each tourist destination.• express likes and dislikes.• choose an appropriate tourist location to vacation in México based on interests.• list days of the week.• identify the four seasons. |

| 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 situations and for multiple purposes. | 1) 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 talk about their likes and dislikes. | |
| | 2) Interpretive Communication <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 regarding a trip to México and demonstrate comprehension. | Reading Example: Learners will read a weather map and demonstrate comprehension. |
| | 3) 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 Writing and Speaking Example: Learners will describe their Mexican vacation. | |
| Cultures Interact with cultural competence and understanding | 1) 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> | |
| | 2) 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 demonstrate an understanding of the relationship between cultural practices and perspectives of the culture and the cultural products and perspectives of the culture. Example: Learners will identify how a calendar is organized and understand the cultural perspective of the organization. | |

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|---|---|
| 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. | 1) Making Connections <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> |
| | Examples of connections to other disciplines: <u>Science:</u> Weather |
| | 2) Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i> |
| | Example: Learners will evaluate the popularity of certain leisure activities in Mexico. |
| Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence | 3) Language Comparisons <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> |
| | Example: Learners will apply appropriate rules of capitalization regarding days of the week. |
| | 4) Cultural Comparisons <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> |
| | Example: Learners will compare and contrast popular leisure activities. |
| Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | 5) 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 Mexico's tourist destinations. |
| | 6) Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i> |
| | Example: Learners will reflect on how their interests influence leisure activities. |

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| Lesson Planning Components | | |
|-----------------------------|--|--|
| Language Functions | Related Structures/Patterns | Vocabulary Expansion |
| Discuss likes and dislikes. | I like ... I don't like ... | Tier 1 Words and phrases related to leisure time. Example: soccer Tier 2 Idiomatic expressions and language specific vocabulary Example: I like to play ... |
| Express when. | In the <i>summer</i> , when it's <i>hot</i> ... <i>On Tuesday</i> | |