

SPANISH

GRADE 4TH

HOPATCONG BOARD OF EDUCATION

AUGUST 2005

Written by Richt E. Rubio

**SPANISH
GRADE 4TH
AUGUST 2005**

COURSE DESCRIPTION

The 4th grade Spanish curriculum includes the following: a review of 3rd grade grammar and vocabulary, engaging in meaningful communication through storytelling and TPR activities involving family relationships, numbers, classroom objects, weather, seasons, clothing, travel, cultures and geography with an emphasis on present tense verbs as well as some past tense forms. Students will explore elements of Spanish culture including foods, celebrations, crafts, songs and dance.

Assessment will be based on personal communications, teacher observations, projects, and paper and pencil tests and quizzes.

CORE CURRICULUM CONTENT STANDARDS:

7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.

7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

CUMULATIVE PROGRESS INDICATORS:

7.1 Communication

Novice-Mid Learner Range

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.

3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.

4. Comprehend brief oral exchanges on familiar topics.

- Grade level appropriate health topics (e.g., wellness, feelings and emotions)
- Grade level appropriate science topics (e.g., weather and seasons)

5. Connect the learning of the target language to information studied in other core content areas.

- Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate)
- Grade level appropriate health topics (e.g., nutrition and food groups)

6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.

- Recognition of key words
- Main idea

B. Interpersonal Mode (direct oral or written communication)

1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.

2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.

3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.

- Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions, and monuments)
- Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins)
- Grade level appropriate science topics (e.g., plant and animal characteristics)

5. Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections.

C. Presentational Mode (spoken or written communication for an audience)

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

2. Copy/write words, phrases, or simple guided texts on familiar topics.

- Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)

- Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things)

3. Present orally or in writing information from age-appropriate, culturally authentic selections.

- Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams)

4. Name and label tangible products and imitate practices from the target culture.

- Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)

- Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Identify daily practices of people in the target culture(s).

2. Identify basic geographical features and some common landmarks in countries where the target language is spoken.

3. Identify aspects of the target culture(s) presented in photographs, children's books, and plays.

4. Identify distinctive cultural products of the target culture(s).

B. Interpersonal Mode (direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.

C. Presentational Mode (spoken and written communication for an audience)

1. Reproduce a variety of tangible products typical of the target culture(s).
2. Identify and reproduce expressive products typical of the target culture(s).
3. Participate in age-appropriate activities related to special events celebrated in the target culture(s).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

DAILY ROUTINES

- Describe daily routines
- Discuss daily chores
- Compare different routines among other Spanish countries
- Talk about schedules
- Say where are you going and coming
- Use TPR to say commands
- Play Lucho dice: (Lucho dice is equal to a Simon says)
- Talk about places
- Use correct pronunciation
- Use TU commands
- Use negative commands
- Use positive commands

OBLIGATIONS:

- TPR activities
- Describe the school
- Role play a dialog about how should be done things (Homework, chores)
- Use the verb HACER QUE
- Use the verb TENER QUE
- Use of Vocabulary
- Describe a garden like
- Discuss plans
- Talk about places and people you know
- Extend invitations
- Talk on the phone

TRANSPORTATION

- Use of different pictures relates to the transportation
- Use the verb conjugation IR
- TPR in transportation
- Use flashcards of places in town
- Use the verb SALIR
- Use the verb IR A
- Demonstrate knowledge of Hopatcong area and related to the mode of transportation
- Compare towns and modes of transportation in different places
- Design IR A charts
- Say what mode of transportation you use

SHOPPING

- Use of Vocabulary
- Use of TPR to reinforce understanding and comprehension
- Use of flashcards related to the fruits and vegetables
- Talk about making purchases at the grocery store
- Describe different meats
- Describe the fruits
- Use of the verb COMPRAR
- Use the conjugation of ALMORZAR
- Compare different market places in South America
- Talk about shopping

RESTAURANT

- Students will identify local restaurants where they serve Spanish food.
- Introduce Spanish/Latin-American food
- Flashcards about different kinds of Spanish/Latin-American food
- Vocabulary about all kind of Spanish/Latin-American food
- Learn how to order food
- Use of Spanish/Latin-American menu
- Use of TPR to order Spanish/Latin-American
- Create your own menu
- Talk about food
- Use the verb GUSTAR
- Use the verb ORDENAR
- Use the verb QUERER

CELEBRATIONS

- Talk about celebrations

- Plan a party
- TPR at a party
- Describe a party
- Vocabulary use in a party
- Make a list of guests and invitations
- Role play about going to celebrate El DIA de Los Muertos
- Compare different celebrations among other Spanish countries
- Use of the verb CELEBRAR
- Make a real party putting everything in Spanish

INSTRUCTIONAL STRATEGIES

- KWL
- Cooperative learning
- Individual work
- TPR
- Interviews
- Role plays
- Team games
- Cloze activities
- Brainstorming
- Problem solving
- Research projects

EVALUATION/ASSESSMENT OF STUDENTS:

- Teacher observations/ students participation/involvement
- Paper and pencil tests/ make tests and quizzes at the end of the lesson

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-year Curriculum Review schedule.

RESOURCES/BIBLIOGRAPHY:

- Viva el Espanol: Textbook. Woodland Hills, CA., Glencoe/McGraw Hill 2000
- Spanish: Everything under the Sun Textbook. Woodland Hills, CA., McGraw Hill 2000
- Hispanic Culture Series: Melville, N.Y., Video Knowledge Inc.
- NJ World languages Curriculum Framework
- National Standards Document: Standards for foreign language Learning in the 21st century
- Internet technology resources

**SPANISH
GRADE 4TH**

THEMED TOPICS AND ACTIVITIES

Timeline: All year

Content: Use of videos Spain, Argentina and for projects).

Topic: Review of introductions and class objects in Spanish as well as the World map

Timeline: Weeks 1-5

Content: Introductions in Spanish: using the verb *llamarse*
Different ways of saying hello and goodbye
Verb *estar*
Classroom objects and people at school
Difference between *¿Quién es? (People)* and *¿Qué es? (Objects)*
Numbers in Spanish to 100
Saying your phone number
Saying simple addition, subtraction, multiplication and division in Spanish

Topic: The Classroom

Timeline: Weeks 5-8

Content: Objects in the classroom
Pizarra, borrador, regal, ventana, lapicero, puerta etc.
Forming plurals in Spanish
La puerta: las puertas; la pizarra, las pizarras
Definite Articles in Spanish: *el, la, los, las*
El niño, la niña, los borradores, las mesas

Topic: Animals and Colors

Timeline: Weeks 9-10, 12-13

Content: Colors
Azul, verde, marron, blanco, amarillo, and so forth.
Use the Command: *¿Que Color es este?*
Answer: este color es _____
Shapes
Cuadrado, circulo, rectangulo, triangulo and so forth.

Use the Command: ¿Que figura es esta?

Answer: esta figura es _____

Animals

Caballo, conejo, pajaró, cabra, vaca, and so forth

Use the Command: ¿Que animal es este?

Answer: este animal es _____

Adjective agreement : masculine = o and feminine = a

El teléfono, la cocina

Adjective agreement : plurals = os and as

Los teléfonos, las cocinas

Indefinite articles in Spanish : *un, una, unos, unas*

Unas lámparas, una lámpara, unos manteles, un mantel

Topic: Day of the Dead

Timeline: Week 11

Content: Reading activity about the Hispanic holiday
Making *calaveras* (skeletons) and other crafts
Watch the video Día de los Muertos

Week 14: Thanksgiving

Topic: Days of the Week and Places

Timeline: Weeks 15-17, 19-20

Content: Days of the week
Lunes, martes, miércoles, jueves, viernes, sábado y domingo
Saying dates in Spanish
Hoy es miércoles 2 de julio
Spanish calendars
Places you go

Difference between *¿Cuándo?* (when) and *¿Adónde?* (where)
Verb *ir* : voy, vas, va

Topic: Christmas in Spanish Countries

Timeline: Week 18

Content: Christmas Carols in Spanish : learning vocabulary and singing
Christmas Reading Activity: Christmas in Other Spanish Countries
Make Ornaments and Christmas Cards

Topic: Foreign Language Project

Timeline: Weeks 21-25

Content: Introduction to Aztecs, Mayas and Incas
Research on each culture
Written report, poster and presentation in class
Use of Technology: Internet as primary research tool, Word for report
Media Use: for the teacher: Video Presentation of Project

Topic: Classes and Places at School

Timeline: Weeks 25-29

Content: Places at School
Activities at School
Verb *ir*: voy, vas, va
Near future tense: *ir + a + infinitive*
Present tense –ar verbs: singular forms (yo, tú, él, ella)

Topic: Seasons and the Weather

Timeline: Weeks 30-33

Content: Seasons of the year
Otono, Verano, Invierno, Primavera
Weather expressions
Nublado, lluvioso, ventoso, soleado
¿Como esta el clima hoy?
Answer: el clima esta; _____
Expressing likes and dislikes (verb *gustar*)
Indirect objects: *me, te, le*

Me gusta, te gusta, le gusta

Topic: About my Friends and Myself

Timeline: Weeks 34-36

Content: Feeling Expressions (I'm cold. or I'm hungry.)
Yo tengo frio, yo tengo hambre
Subject Pronouns in Spanish
Differences in *Tú* vs. *Usted*
Usted es el papa de Roberto
Tu eres el papa de roberto
Verb *Tener*
Age expressions
Yo tengo 3 anos, tu tienes cuatro anos

Topic: Review of year's topics

Timeline: Weeks 37-38

Content: Review of past topics
End of year evaluation