

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Spanish

Course Length: Full Year

Grade: 4th Grade

Date Last Approved: March 18, 2021

Stage 1: Desired Results

Course Description and Purpose:

The vision of the Swallow Spanish language program is to equip students with the skills to communicate in multiple contexts as a contributing global citizen.

Our mission is to provide high quality Spanish instruction within a nurturing environment at a developmentally critical time in a student's language development. Students will be able to communicate in Spanish while being exposed to the practices and perspectives unique to Spanish-speaking cultures.

During fourth grade students will progress through the novice levels of the ACTFL proficiency levels within thematic based units. The program is thematically based in fourth grade and covers these themes based on how to communicate about myself, my school and my family...All about me.

Enduring Understanding(s):

- Students will understand and identify common questions of greeting associated with getting to know someone who speaks Spanish.
- Students will understand that holidays and celebrations vary from culture to culture. Students will understand classroom rules and supplies and how to contribute to a learning environment.
- Families around the world differ yet also have some strong commonalities.

Essential Question(s):

- How do people greet each other?
- How do I get to know someone who speaks Spanish?
- Do people in Spanish speaking countries celebrate Halloween?
- What is Day of the Dead? What makes Day of the Dead special?
- How can we all make the classroom and school a positive and enjoyable learning environment? How do our actions and words help contribute to the Swallow way?
- How do families differ and yet are the same around the world?

Learning Targets:

1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.
2. Students can understand written and spoken instructions and texts appropriate to their level.
3. Students can communicate basic information on familiar topics; orally and in writing.

Stage 2: Learning Plan

I. Welcome to Language Class

- A. What is proficiency
- a. Levels of proficiency
 - b. Progression through levels
 - c. Language goal setting
 - d. Modes of communication

Standards: World Readiness Standards: Language Comparisons
World Readiness Standards: Making connections

Learning Targets Addressed:

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Key Resources Used:

- YouTube
- Rockalingua

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• Identify modes of communication identify proficiency levels
Formative	Knowledge	<ul style="list-style-type: none">• Identify and explain modes and proficiency
Summative	Skill	<ul style="list-style-type: none">• Set and monitor a proficiency goal

II. Mucho gusto/ It's nice to meet you

- A. Feelings/Emotions
- B. Greetings and Introductions
- C. Basic personal information
- D. Conversation Etiquette

Standards:

World Readiness Standard: Language Comparisons

World Readiness Standard: Making Connections

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Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none">• Daily Oral questions and conversations
Formative	Skill/Knowledge	<ul style="list-style-type: none">• Small group conversations: with strong visual support• Identify/interpret activities you/others enjoy• interpret written and spoken

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<p>III. Holidays vary from culture to culture and Does everyone celebrate Halloween?</p> <p>A. Day of the Dead, B. Obon Festival of Lights in Japan C. P’chum Ben in Cambodia D. Cultural Significance of Day of the Dead E. Key elements of Day of the Dead a. Regional differences</p>	<p>Standards: World Readiness Standards: Language Comparisons World Readiness Standards: Making connections</p> <p>Learning Targets Addressed:</p> <p>1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics. 2.Students can understand written and spoken instructions and texts appropriate to their level. 3. Students can communicate basic information on familiar topics; orally and in writing.</p> <table><tr><td>Key Resources Used:</td></tr><tr><td><ul style="list-style-type: none">YouTubeRockalingua</td></tr></table> <p>Assessment Map:</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Whole group research and identify basic facts about Day of the Dead with strong visual support</td></tr><tr><td>Formative</td><td>Skill/Knowledge</td><td><ul style="list-style-type: none">Identify Day of the Dead fact through small group workComprehend traditional items on an Ofrenda and their significance</td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none">Compare and contrast Day of the Dead with Halloween (in English)Create and present a colorful poster with key Day of the Dead elementsCreate and present Ofrenda for a loved one from your family including key elements of traditional Ofrendas</td></tr></table>	Key Resources Used:	<ul style="list-style-type: none">YouTubeRockalingua	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Whole group research and identify basic facts about Day of the Dead with strong visual support	Formative	Skill/Knowledge	<ul style="list-style-type: none">Identify Day of the Dead fact through small group workComprehend traditional items on an Ofrenda and their significance	Summative	Product	<ul style="list-style-type: none">Compare and contrast Day of the Dead with Halloween (in English)Create and present a colorful poster with key Day of the Dead elementsCreate and present Ofrenda for a loved one from your family including key elements of traditional Ofrendas
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IV. My Fun day at school A. Classes we take in School B. School supplies C. Activities we do in school D. School schedules from around the world to compare and contrast	Standards: World Readiness Standards: Language Comparisons World Readiness Standards: Making connections Learning Targets Addressed: 1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics. 2.Students can understand written and spoken instructions and texts appropriate to their level. 3. Students can communicate basic information on familiar topics; orally and in writing. <table><tr><td>Key Resources Used:</td></tr><tr><td><ul style="list-style-type: none">• YouTube• Rockalingua</td></tr></table> Assessment Map: <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Skill</td><td><ul style="list-style-type: none">• Whole group practice with strong visual support• Vocabulary introduction and development</td></tr><tr><td>Formative</td><td>Knowledge Reasoning</td><td><ul style="list-style-type: none">• Small group and partner activities with strong visual support of vocabulary.</td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none">• Create a school day schedule of all your favorite classes• Contribute to a class skit</td></tr></table>	Key Resources Used:	<ul style="list-style-type: none">• YouTube• Rockalingua	Type	Level	Assessment Detail	Practice	Skill	<ul style="list-style-type: none">• Whole group practice with strong visual support• Vocabulary introduction and development	Formative	Knowledge Reasoning	<ul style="list-style-type: none">• Small group and partner activities with strong visual support of vocabulary.	Summative	Product	<ul style="list-style-type: none">• Create a school day schedule of all your favorite classes• Contribute to a class skit
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V. Families around the world A. Family members a. Birthdays (Date / Month) b. Ages B. Description of Family Members a. Hair Color b. Hair Texture c. Eye Color d. Likes and dislikes C. Spanish Speaking Countries a. family similarities and differences	Standards: World Readiness Standards: Language Comparisons World Readiness Standards: Making connections Learning Targets Addressed: 1. Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics. 2.Students can understand written and spoken instructions and texts appropriate to their level. 3. Students can communicate basic information on familiar topics; orally and in writing. <table><tr><td>Key Resources Used:</td></tr></table>	Key Resources Used:													
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Assessment Map:

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Practice	Skill	<ul style="list-style-type: none"> • Whole group practice with strong visual support of vocabulary
Formative	Knowledge Reasoning	<ul style="list-style-type: none"> • Small group and partner activities with strong visual support of vocabulary. • Interpret and Identify families around the world with authentic video.
Summative	Product	<ul style="list-style-type: none"> • Create and present to class an imaginary family from another country with lots of details