

Spanish Curriculum

Fourth Grade

By the end of fourth grade, students will identify letter sound relationships and recognize new words by the use of phonics skills and word patterns. The fourth grader will know how to express and use letter sound relationships so that they can demonstrate comprehension through the use of context clues. They will be able to apply word relationships to other subject areas and use the skills learned to read appropriate books, write sentences/short stories, and listen to and speak in Spanish.

Archdiocese of Santa Fe Standard 1: Communication
Students increase their knowledge and understanding of the Spanish language and become active participants in our multilingual and multicultural society.

NSFLE Standard 1: Communication
Students communicate in languages other than English.

NSFLE Standard 3: Connections
Students connect with other disciplines and acquire information.

NSFLE Standard 4: Comparisons
Students develop insight into the nature of language and culture.

NSFLE Standard 5: Communities
Students participate in multilingual communities at home and around the world.

These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.

Essential for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate the student has achieved the Learning Outcome)	BEST PRACTICES
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<p>NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i></p>		
<p>A. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.</p>		
<p>1. State opinions about objects, people and events present in everyday life.</p>	<ul style="list-style-type: none"> • Carry a simple conversation with minimal help from teacher. 	
<p>B. Students understand and interpret written and spoken language on a variety of topics, including the appropriate article.</p>		
<p>1. Expand the number base to 50-100 (orally) and 20-30 (written).</p>	<ul style="list-style-type: none"> • Recite numbers from 50-100 and identify them when out of sequence. • Recognize correct spelling for numbers 20-30. • Write numbers correctly from 0-10. 	
<p>2. Know and write phone numbers and addresses.</p>	<ul style="list-style-type: none"> • Verbally and in written form provide phone numbers and addresses. 	
<p>3. Identify and locate places (school, park, beach, store, church, etc.).</p>	<ul style="list-style-type: none"> • Identify different places through literature and visual aids. 	
<p>4. Identify sports and leisure time activities.</p>	<ul style="list-style-type: none"> • Identify different sports through literature and visual aids. 	
<p>5. Identify and name a variety of food and drink.</p>	<ul style="list-style-type: none"> • Identify different foods through literature and visual aids. 	
<p>C. Students demonstrate ability to present information, concepts, and ideas on a variety of topics and understand the mechanics of the Spanish language.</p>		
<p>1. Recognize and understand the meaning of singular and plural subject pronouns.</p>	<ul style="list-style-type: none"> • Identify and transfer from one language to the other the correct translation. 	
<p>2. Use regular verbs in the present tense (orally and written).</p>	<ul style="list-style-type: none"> • Conjugate and understand the meaning of regular verbs in the present tense (orally and written). 	

3. Recognize the appropriate usage of the verb to be <i>SER</i> and <i>ESTAR</i> .	<ul style="list-style-type: none"> Identify the uses of <i>SER</i> and <i>ESTAR</i> conforming to the rules of grammar. 	
4. Identify and utilize definite and indefinite articles.	<ul style="list-style-type: none"> Accurately use definite and indefinite articles in writing conforming to the rules of grammar. 	
5. Understand and demonstrate the rules of pluralization of nouns.	<ul style="list-style-type: none"> Apply and demonstrate rules conforming to the rules of grammar. 	
6. Identify and utilize a list of interrogatives in everyday conversations.	<ul style="list-style-type: none"> Identify and utilize a list of interrogatives in everyday conversations. 	
7. Interpret visually, orally, and in written form with material provided.	<ul style="list-style-type: none"> Demonstrate orally and in written form a mixture of vocabulary words and phrases (i.e., greetings, commands, numbers, body parts, family members, shapes, animals, calendar, places to go, sports, and food) through literature, music, games, illustrations, pictures, and symbols. 	

Archdiocese of Santa Fe Standard 2: Culture
Students attain knowledge and understanding of the Spanish culture.

NSFLE Standard 2: Cultures
 Students gain knowledge and understanding of other cultures.

NSFLE Standard 4: Comparisons
 Students develop insight into the nature of language and culture.

These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.

Essential for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
<i>NOTE: Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
A. Students demonstrate an understanding of the relationship between the cultural practices of the Spanish language.		
1. Identify folk art (<i>Arte Tradicional</i>) from Spanish speaking countries such as: <ul style="list-style-type: none"> ○ Home altars (<i>Altars</i>) ○ Paintings of saints (<i>Retablos</i>) ○ Hand-carved saints (<i>Santos</i>) ○ Embroidery work (<i>Bordados</i>) ○ Paper art (<i>Papel Picado</i>) ○ Weaving (<i>Tejidos</i>) ○ Tinsmith work (<i>Hojalatería</i>) ○ Bark Paper Art (<i>Papel Amate</i>) 	<ul style="list-style-type: none"> ● Create and present a folk-art object from any of the Spanish-speaking countries. 	
2. Gain knowledge about Soccer (<i>El Fútbol</i>) in Spanish speaking countries and around the world and its cultural value.	<ul style="list-style-type: none"> ● Research and present a soccer player from a Spanish-speaking country. 	

Archdiocese of Santa Fe Standard 3: Students will enhance their understanding of Catholic faith and heritage through study of the Spanish language and culture.

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Essential for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
A. Students use the Spanish language and authentic sources to reinforce content learned in the area of religion.		
1. Identify and learn about a saint from the Spanish culture.	<ul style="list-style-type: none"> • Make an oral presentation about a saint from the Spanish Culture. 	
2. Sing liturgical songs that are appropriate for Mass (i.e., <i>Gloria, Bendito, Pan de Vida</i> [words can be found in <u>Flor y Canto</u>]).	<ul style="list-style-type: none"> • Teacher observation: Actively participate in class during music instruction of liturgical songs in Spanish. 	