



Greenwich Public Schools Curriculum Overview

Grade 4: FLES Spanish & French

Families as Partners in Learning

The GPS FLES (Foreign Language in Elementary School) program is offered at each elementary school. Spanish is offered in the majority of our schools beginning in grade 3. Our magnet schools International School of Dundee, Julian Curtiss and New Lebanon, begin Spanish instruction in kindergarten. Julian Curtiss School--A Magnet School of World Languages--offers students the option of Spanish or French beginning in kindergarten.

The GPS FLES program is designed to provide a solid foundation for World Language learning in preparation for secondary study and beyond. Instruction is delivered in the target language with an initial emphasis on speaking and listening, followed by reading and writing as students become more proficient. Our program provides students with the opportunity to communicate about relevant and meaningful content in thematic units related to specific core content, and to their personal experiences. FLES instruction is delivered 2 times per week.

As students progress through grade levels, they become more proficient in each of the four basic language skills: speaking, listening, reading, and writing as well as in their cultural understanding. Reading and writing, competencies acquired in the target language, are used to reinforce the content students have learned to communicate while they are refining these skills in English. The FLES program's goal is to help students develop confidence in speaking, and provide an introduction to reading and writing, which will translate into a higher level of proficiency in a world language as they continue to pursue language study through middle school, high school, college and beyond.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, World Language instruction is an integrated part of the elementary curriculum and school environment. Participation in it will prepare students for a global, multilingual and multicultural environment through tolerance, understanding and the ability to communicate across language barriers.



Unit	Student Learning Expectations
<p>Unit 1: Exploring Time and Place – Let’s Go to.... Spanish (Puerto Rico) French- (Martinique)</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Learning other languages enables an individual to actively participate in multilingual communities locally and globally. 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Explain where Puerto Rico/ Martinique is in geographical terms Explain where they want to go (lake, mountain, beach, nature preserve, etc.) and what they want to do there. Describe animals unique to Puerto Rico/Martinique saying where they live Make simple comparisons between US and Connecticut commenting on the weather, geographical features and holiday celebrations. <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 2: Let’s Eat</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Learning other languages enables an individual to actively participate in multilingual communities locally and globally. 	<p>Students will:</p> <ul style="list-style-type: none"> Express likes, dislikes and preferences for foods and beverages Ask and answer questions about thirst and hunger Compare school lunches from around the world and state preferences Describe international dishes based on key ingredients and indicate where foods come from <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>

* Classes meet twice weekly for 30 minutes