



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 which include Hamilton Avenue, 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 3 - 5 times per week, depending on the grade level, to provide students frequent interaction in the target language in order to build their linguistic proficiency and knowledge of other cultures.

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: My Life in Connecticut</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Physical systems such as climate affect the way people live in CT. Lifestyle choices are informed by one's environment and surroundings. 	<p>Students will: In this unit, students will develop their Spanish language communicative skills and deepen their cultural understanding of the following topics:</p> <p>Sports, Clothing & Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and practice vocabulary. <input type="checkbox"/> Express likes/dislikes for sports/activities using gusta/no me gusta + infinitive (e.g. Me gusta jugar al tenis.) <input type="checkbox"/> Identify clothing needed for certain activities <p>Weather/Seasons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and practice vocabulary <input type="checkbox"/> Categorize preferences for sports/activities based on weather/seasons <p>Basic Geographic Features (landforms & bodies of water):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name basic geographic features present in CT using "Hay/No Hay" <input type="checkbox"/> Describe physical characteristics of landforms/bodies of water <input type="checkbox"/> Ask and state the location of these landforms using prepositions of location, forms of estar and definite articles <p>Places in Town:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and state the location of some key places in town/in the state using prepositions of location and forms of estar <input type="checkbox"/> Use "Hay" to express what places are present in one's neighborhood/state <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAACC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>



<p>Unit 2: A Modern House</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">• The main purpose of a house is to provide shelter to its inhabitants.• Geographic location and climate determine how homes are made.• Family size, culture and personal preferences also influence how a house is designed and decorated.	<p>Students will: In this unit, students will develop their Spanish language communicative skills and deepen their cultural understanding of the following topics:</p> <p>Rooms in the House:</p> <ul style="list-style-type: none"><input type="checkbox"/> Present and practice vocabulary.<input type="checkbox"/> Name rooms in the house using hay/no hay<input type="checkbox"/> Describe the location of rooms in the house using forms of estar w/ prepositions of location<input type="checkbox"/> Describe size/color of homes<input type="checkbox"/> Compare/contrast home interiors in different Spanish speaking countries <p>Furniture/Appliances:</p> <ul style="list-style-type: none"><input type="checkbox"/> Present and practice vocabulary<input type="checkbox"/> Categorize furniture/appliances found in rooms in the house<input type="checkbox"/> Describe location of furniture using forms of estar w/ prepositions of location <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 3: My Favorite Food</p> <p>Enduring Understanding/s:</p> <ul style="list-style-type: none">• Students will understand that there are differences and similarities in the way people eat, and what they eat, based on their culture.	<p>Students will: In this unit, students will develop their Spanish language communicative skills and deepen their cultural understanding of the following topics:</p> <p>Food & Beverages:</p> <ul style="list-style-type: none"><input type="checkbox"/> Present and practice food/beverages/snacks vocabulary.<input type="checkbox"/> Categorize food/beverages/snacks in different mealtimes<input type="checkbox"/> Categorize healthy/unhealthy food <p>Food Preference/Flavors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Express food preferences using Me gusta(n)/no me gusta(n)<input type="checkbox"/> Describe how food tastes



	<p>Key Verbs/Actions Associated with Food:</p> <ul style="list-style-type: none"><input type="checkbox"/> Express what one eats, wants and prefers during a mealtime <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 4: Biographies of Famous People in Our Culture</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">• The people, lifestyle and geography of our country have given it a unique character.• Latin America is part of a rich heritage in the United States.• Studying the lives of Hispanic or Latin American personalities gives us a better perspective about the cultural heritage Hispanic Americans bring to our country.• Biographies give us a personal perspective about the past.	<p>Students will:</p> <p>In this unit, students will develop their Spanish language communicative skills and deepen their cultural understanding of the following topics:</p> <p>Occupations:</p> <ul style="list-style-type: none"><input type="checkbox"/> Present and practice occupations vocabulary<input type="checkbox"/> Name actions associated with professions<input type="checkbox"/> Ask about famous people using interrogative words (Qué, Quién, Cómo, Por qué, Dónde) <p>Key Verbs/Actions Associated with Autobiographies and Biographies:</p> <ul style="list-style-type: none"><input type="checkbox"/> Describe age/residence in autobiographies using the present tense of tener/vivir in autobiographies<input type="checkbox"/> Express career likes/dislikes using forms of gustar + infinitive<input type="checkbox"/> Describe self & identify birthdays using present tense of ser<input type="checkbox"/> Describe when self and famous people were born using 1st & 3rd person of preterite of nacer<input type="checkbox"/> Express activities famous figures do as part of their profession/what they are famous for <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>



Unit 4: French only
The Legacy of France:
People, Immigration, and
Biographies

Enduring Understandings:

- People build strong relationships by showing interest in each other and by sharing information with each other.
- Many French personalities have made important contributions to the fine arts, fashion, literature, science and technology that are part of our world today.
- Biographies give us a personal perspective about the past.

Students will:

- Explain why someone was important (Il est important parce qu'il...) when talking about a biography
- Learn about French personalities such as as engineer Gustave Eiffel, doctor Louis Pasteur, artist Henri Matisse, fashion designer Coco Chanel and sea explorer Jacques Cousteau and their important contributions that continue to inspire the whole world today
- Use features of biographical texts to aid comprehension
- Use present tense verbs such as *etre, avoir, habiter* in the first and 3rd person to autobiographies and biographies
- Use past tense verbs such as *was born, lived, worked as, helped, created, painted, wrote, died*
- Understand and use some interrogatives related to biographies
- Use vocabulary associated with climate, family, clothing, transportation, activities, and animals pertinent to the biographies studied

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.