



# Greenwich Public Schools Curriculum Overview

## Native Spanish Language Arts Grade 4

### *Families as Partners in Learning*

The goal of the GPS Native Spanish Language Arts Program is to build literacy skills in Spanish, all of which can easily transfer to the development of skills in the area of English language arts. Spanish Native Language Instruction is offered at three elementary schools (New Lebanon, Hamilton Avenue and Riverside) to heritage and native Spanish speaking students who need to develop strong literacy skills in their first language in order to become truly bilingual. Instruction is focused on helping students develop basic proficiency in reading and writing through exposure to age-appropriate literature of the Spanish-speaking world. Grammar and vocabulary is taught in context through a variety of genres and texts. In addition, students participate in journal writing and use technology to enhance their writing skills.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, the GPS Native Spanish Language Arts Program 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><b>Unit 1: Memorias: Narrative Writing and Small Moments</b></p> <p><b><i>Enduring Understandings:</i></b></p> <ul style="list-style-type: none"> <li>• Authors understand that a small moment is a story about a small event in one's life, written with details and elaboration.</li> </ul>	<p><b>In Spanish, students will :</b></p> <ul style="list-style-type: none"> <li>• Write narratives (small moments) which show a character's actions, dialogue, internal thinking and what happened</li> <li>• Generate ideas for writing small moments/memoirs</li> <li>• Tell a story in order using transition words</li> <li>• Add details, descriptive language, thoughts, connections, and feelings to elaborate their stories</li> <li>• Analyze and explain the writing style of memoirs, small moments and stories</li> <li>• Share small moments orally, in writing, and digitally with others</li> </ul>



<ul style="list-style-type: none"> <li>● Authors write narratives to show readers how a moment in their life was important or transformed them in a meaningful way.</li> </ul>	<p>Click on the link to the WRSLL <a href="#">World Readiness Standards for Learning Languages</a> and to the WLRSAAC <a href="#">WL Readiness Standards Alignment with Common Core Standards</a> to learn more.</p>
<p><b>Unit 2: Latin America and its Stories</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Latin America consists of the countries from the south of the United States to the southern tip of South America in which Spanish or Portuguese are spoken.</li> <li>● Reading fiction and non-fiction stories from Latin America makes us aware of the cultural variations of each land.</li> </ul>	<p><b>In Spanish, students will:</b></p> <ul style="list-style-type: none"> <li>● Investigate the cultural and geographical features of Latin American countries</li> <li>● Read multicultural and authentic literature from Latin America</li> <li>● Describe and analyze the style of stories from different Spanish speaking cultures</li> <li>● Compare and contrast stories with similar themes</li> <li>● Express how the environment affects the actions of characters and events</li> <li>● Analyze the illustrations in picture books, and how they relate to real places and people</li> <li>● Answer different types of questions providing evidence for their answers</li> <li>● Discover the central message in multicultural stories</li> </ul> <p>Click on the link to the WRSLL <a href="#">World Readiness Standards for Learning Languages</a> and to the WLRSAAC <a href="#">WL Readiness Standards Alignment with Common Core Standards</a> to learn more.</p>
<p><b>Unit 3: Biographies: Inspiration, Action, and Change</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● One person's ideas, words, and actions can create change.</li> <li>● A historical figure is a</li> </ul>	<p><b>In Spanish, students will</b></p> <ul style="list-style-type: none"> <li>● Read biographical picture books about important people from Spanish speaking countries</li> <li>● Describe the characteristics of a biography</li> <li>● Investigate and report information about historical figures of personal interest</li> <li>● Explain how a historical figure influenced and inspired a community, a country, or the world</li> <li>● Make text to self and text to text connections with the lives or important details of historical figures</li> <li>● Compare and contrast the biographies of important characters</li> <li>● Read and analyze the biographies of inspiring figures such as: Pelé, Celia Cruz, María Elena Walsh, Frida Kahlo, Salvador Dalí, Picasso, and Gabriela Mistral</li> </ul>



<p>person who has influenced a community, a country, or the world.</p> <ul style="list-style-type: none"><li>● Good readers discover information about the lives of inspiring people by reading and analyzing their biographies.</li></ul>	<p>Click on the link to the WRSLL <a href="#">World Readiness Standards for Learning Languages</a> and to the WLRSAAC <a href="#">WL Readiness Standards Alignment with Common Core Standards</a> to learn more.</p>
<p><b>Unit 4: Land and Water</b> <b>Animals: Habitats of Mexico and the USA</b></p> <p><b><i>Enduring Understandings:</i></b></p> <ul style="list-style-type: none"><li>● A habitat is an environment that has certain conditions and a variety of animals that are adapted for survival in those conditions.</li> <li>● Animals interact with their environment according to their unique characteristics and basic needs for food, water and protection.</li></ul>	<p><b>In Spanish, students will:</b></p> <ul style="list-style-type: none"><li>● Learn the names and characteristics of 5 or more habitats of Mexico and the United States</li><li>● Describe habitats using appropriate vocabulary</li><li>● Identify 3 or more animals that live in each habitat</li><li>● Explain how animals survive in each habitat, and how they get food, water, and protection</li><li>● Explain why an animal may or may not live in a specific habitat</li><li>● Research and create presentations of animals and habitats of personal interest</li><li>● Describe the similarities and differences between habitats of Mexico and the USA</li></ul> <p>Click on the link to the WRSLL <a href="#">World Readiness Standards for Learning Languages</a> and to the WLRSAAC <a href="#">WL Readiness Standards Alignment with Common Core Standards</a> to learn more.</p>