Preston Public Schools
Preston, CT

World Language Curriculum – Spanish
4th Grade

Performance Standards	Comprehension Skills (Speaking/Listening/ Reading)	Production Skills (Writing/Presenting)	Assessment
1. Communication: Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Students are able to:			
--Express a variety of courtesies, greetings and farewells, likes and dislikes, exclamations and expressions.	X	X	--Observation.
--Actively listen and follow speaker.	X		--Observation.
--Understand and make appropriate verbal responses to questions about feelings and preferences.	X	X	--Observation.
--Produce fluid Spanish pronunciation of familiar and unfamiliar texts. Recite rhymes and songs from memory. Produce correct pronunciation of unique Spanish consonants (h, j, ll, ñ, q, rr, z). Recite Spanish alphabet. Read aloud simple texts with repetitive language. Transcribe and decode alphabet letters, words and phrases. Write missing words of dictated texts.	X	X	--Individual observation and/or choral responses; --Reading rubrics; --Dictation.

--Share personal connections with the learned vocabulary, using simple Spanish words and phrases.	X	X	--Observation.
Interpretive Communication: *Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.* Students are able to:			
--Comprehend text-dependent narratives (not illustrated stories) and answer questions with gestural and visual support and in context of stories, informational texts and fictional narratives: • Yes/no and either/or questions; • Open-ended questions; • True/false questions; • Simple descriptions of size, shape, color, type of object, actions; • Develop ability to listen and process language to isolate specific information in order to respond to questions about familiar narratives; • Evidence understanding of the main idea of age-appropriate visual media (videos, posters, texts, audio, podcasts).	X	X	--Observation; --Technology-based Assessment; --Written Assessment.
--Demonstrate understanding of oral classroom language in Spanish including directions, commands and requests.	X	X	--Observation.
--Interpret the main idea of unfamiliar narratives, video material and informational texts.	X	X	--Observation; --Technology-based Assessment; --Written Assessment.
--Name and identify functional vocabulary of familiar narratives. Identify people and objects in the environment based on oral descriptions.	X	X	--Observation; --Technology-based Assessment; --Written Assessment.

--Recognize and identify keywords in a text. Develop fluency when reading aloud.	X	X	--Reading rubric (fluency); --Observation; --Technology-based assessment.
--Produce most words of familiar texts, oral narratives, songs and chants.	X	X	--Observation.
--Recognize and comprehend common, high-frequency words. Recognize and distinguish homophones.	X	X	--Observation; --Technology-based Assessment; --Written Assessment.
Presentational Communication: _Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers._ Students are able to:			
--Apply learned vocabulary to interpret complex text-based narratives.	X	X	--Observation.
--Demonstrate mastery of key words, the main actions, sequence of actions, settings and characters of a variety of narratives.	X	X	--Observation; --Technology-based Assessment; --Written Assessment.
--Read aloud to others to share narratives.	X	X	--Observation; --Reading rubric (fluency).
--Produce written products of high frequency words within simple, scaffolded narratives.		X	--Written assessment; --Rubric (project).
--Produce written products of simple book reports, activity sheets of learned concepts and personal student dictionaries.	X	X	--Written assessment; --Rubric (project).
--Orally present to classmates simple illustrated stories and personal anecdotes.	X	X	--Observation; --Rubric (presentation).

2. **Cultures:** Students interact with cultural competence and understanding.			
Relating cultural practices/products to perspectives: Learners use the language to investigate, explain, and reflect on the relationships between the practices/products and perspectives of the cultures studied. Students are able to:			
--Identify geographic locations and regions of Spanish Speaking Countries --Recognize Spanish language and gestures as distinct from their own. --Acquire knowledge about a-variety of differences in customs and traditions --Demonstrate familiarity with celebrations of holidays in Spanish speaking countries.	N/A	N/A	Not assessed.
3. **Connections**: Students connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.			
Making connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Students are able to:			
--Apply prior knowledge of number sense and mathematical concepts from 0 to 100: • Rote counting, forward and backward, by 2s, 5s and 10s; • Quantify objects; • Respond to questions regarding quantity (How many?); • Patterning and sequencing; • Recite numbers from memory; transcribe spoken numbers into written form.	X		--Observation.

--Apply prior knowledge of social studies (specifically the calendar, holidays, days of the week, months of the year, rural and city settings, and seasons) to interpret and negotiate meaning of videos and other media.	X		--Observation.
--Apply prior knowledge of science (specifically, weather shelters, animal habitats, body parts) to interpret and negotiate meaning of videos and other media.	X		--Observation.
4. Comparisons: Students develop insight into the nature of language and culture in order to interact with cultural competence.			
Language comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students are able to:			
--Extract meaning of texts, songs, and other media by identifying aural and written English cognates.	N/A	N/A	Not assessed.
--Identify and correctly pronounce English cognates.	N/A	N/A	Not assessed.
--Recognize similarities and differences in punctuation (periods, commas, quotation marks, exclamatory and interrogative marks).	N/A	N/A	Not assessed.
--Identify basic differences and similarities in phonological features (such as pronunciation - rolled "rr", intonation and tone) between English and Spanish.	N/A	N/A	Not assessed.
--Develop listening skills on a range of familiar and age-appropriate topics (listening for familiar words in unfamiliar textual, and/or audio/visual narratives).	N/A	N/A	Not assessed.

--Compare and analyze words and roots of words to develop recall. Recognize different forms of verbs, adjectives and nouns (plurals, infinitives, gender). Recognize lack of doubled consonants in Spanish.	N/A	N/A	Not assessed.
Cultural comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Students are able to:			
--Evidence familiarity with how celebrations of Spanish speaking countries compare with celebrations in their own country.	N/A	N/A	Not assessed.
5. Communities: Students communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.			
Lifelong learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Students are able to:			
--Understand the impact and importance of multiple languages on their personal and professional goals both in higher level educational circumstances as well as in life in general.	N/A	N/A	Not assessed.