



Spanish - Grade 4

Course Information

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Spanish Grade 4		
Course Title:	Spanish - Grade 4		
Prerequisite(s):	N/A		
Course Description: <i>Program of Studies</i>	Students will explore and describe both new and familiar celebrations. They will also develop an understanding of healthy living by discussing the foods they eat to fuel their bodies and their activities to stay active. Additionally, students will share information about important people and pets in their lives. Students will build language skills through these discussions while deepening their understanding of culture, health, and relationships.		
Course Essential Questions:	<ul style="list-style-type: none"> ● How do people celebrate? ● What can be found at a celebration? ● What is a healthy lifestyle? ● What do I do to be healthy? ● Who is important in my life? ● What information can I share about the people and pets who are important to me? 		
Course Enduring	<ul style="list-style-type: none"> ● People celebrate in a variety of different ways. 		

Understandings:	<ul style="list-style-type: none"> ● Various items can be found at different types of celebrations. ● A healthy lifestyle includes eating food from various groups and being physically active. ● People make specific lifestyle choices in order to lead a healthy life. ● Family, friends, and pets are important in people’s lives. ● People can share important information about the people and pets who matter to them. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input checked="" type="checkbox"/> N/A
Course Materials/Resources:	N/A	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance (Units):	Unit 1- Celebraciones (Celebrations) (~12-13 weeks) Unit 2 - Ser saludable (Healthy Lifestyle) (~12-13 weeks) Unit 3 - ¿Quién es importante en mi vida? (Important People and Pets in My Life) (~12-13 weeks)	

Unit Number and Title:	Unit 1- Celebraciones (Celebrations)
Duration:	~12-13 weeks
Resource(s):	N/A
Unit Overview:	Students will describe new and familiar celebrations.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● Schools and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<p>How do people celebrate?</p> <p>What can be found at a celebration?</p>

Enduring Understanding(s):	People celebrate in a variety of different ways. Various items can be found at different types of celebrations.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the verb “ser” in the third person to name celebrations. ● the verb “hay” to say what there is at a celebration. ● nouns associated with types of celebrations and items found at a celebration. ● the verb “gustarle” in the first and second person. ● verbs related to what people like/don’t like to do at a celebration. ● when a celebration occurs. ● numbers 1-31 in order to state the date of a celebration. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● identify various types of celebrations. ● state items found at a celebration. ● express what they like/don’t like to do at a celebration. ● state when celebrations occur, including their birthday. ● identify and describe a celebration in a Spanish-speaking country.

Unit Number and Title:	Unit 2 - Ser saludable (Healthy Lifestyle)
Duration:	~12-13 weeks
Resource(s):	N/A
Unit Overview:	Students will describe what they eat to stay healthy and do to stay active.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● Schools and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<p>What is a healthy lifestyle?</p> <p>What do I do to be healthy?</p>

Enduring Understanding(s):	A healthy lifestyle includes eating food from various groups and being physically active. People make specific lifestyle choices in order to lead a healthy life.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● phrases to express healthy habits. ● the verb “comer” in the first person to say what they eat ● the five food groups to state what they eat to be healthy ● nouns to identify foods from each food group ● the verb “gustarle” in the first person to express their food preferences and preferred activities ● verbs for physical activities <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● identify healthy habits. ● identify the food groups. ● list foods from the various food groups. ● say what they eat from each food group. ● say what they like to do to stay active.

Unit Number and Title:	Unit 3 - ¿Quién es importante en mi vida? (Important People and Pets in My Life)
Duration:	~12-13 weeks
Resource(s):	N/A
Unit Overview:	Students will describe the people and pets that are important in their lives.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● Schools and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<p>Who is important in my life?</p> <p>What information can I share about the people and pets who are important to me?</p>

Enduring Understanding(s):	Family, friends, and pets are important in people's lives. People can share important information about the people and pets who matter to them.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the verb “ser” in the third person identifies and describes people and pets. ● the possessive adjectives “mi” and “su”. ● vocabulary for different family members, friends, teachers, and pets. ● the verbs “llamarse”, “tener”, and “gustarle” in the third person. ● numbers 0-100. ● adjectives to describe personality traits. ● infinitive verbs to describe pastimes. ● that the concept of family varies from culture to culture. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● identify/list important people and pets in their lives. ● state a person’s / pet’s name. ● state a person or pet’s age. ● state a person or pet’s birthday. ● describe a person's/pet’s personality traits. ● describe what a person or pet likes (to do).