



Grade 4 Spanish - Unit 1 - Mi Clase de Español

Unit Focus

In this first unit of fourth grade, students will be introduced to their new classroom. Students will be able to share their likes, dislikes, and things they love regarding activities, weather, and other high frequency words.

Students will also be able to identify classroom materials, and use basic questions to communicate what they need in their classroom.

At the culmination of this unit, students will produce a video recording using the valued super 7 verb list to express what they do and do not have in their backpacks through a video recording.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) - Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2) - 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 (C.1.3) - 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. (C.3.1) - 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. (C.4.2) Madison Public Schools Profile of a Graduate - Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what’s important and/or personally meaningful. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> Q1 How can I express what I need in my Spanish classroom? Q2 What am I trying to say and how do I say it? Q3 What do I do when I don’t understand?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<i>Students will know...</i> K1 Classroom materials vocabulary (list in Drive): el cuaderno, el lápiz, la carpeta, etc.	<i>Students will be skilled at...</i> S1 Using classroom materials vocabulary in context S2 Asking and answering basic questions	

Stage 1: Desired Results - Key Understandings

	K2 Classroom questions and expressions (list): ¿Puedo ir al baño? ¿Puedo tomar agua? ¿Cómo se dice? ¿Puedo usar inglés? ¿Puedo usar el sacapuntas? No comprendo. Repite, por favor. K3 Weather and calendar K4 First and third person of present tense high frequency verbs (Super Siete + Classroom instructions) K5 Cognates are words that have similar sound, look, and meaning in English and Spanish; False cognates sound and look the same but have different meanings K6 The alphabet in Spanish	S3 Demonstrating comprehension of vocabulary and stories by using accurate and appropriate responses S4 Communicating in the first and third person S5 Identifying cognates and false cognates to support comprehension S6 Reading at the novice low level S7 Reciting/singing the alphabet in Spanish with appropriate pronunciation
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