

**4<sup>th</sup> Grade Spanish** students at St. Patrick’s will develop into individuals with the ability to extend their Spanish Vocabulary beyond the basic colors, numbers 1-100, classroom articles and begin learning basic Spanish grammar skills. Using various techniques students will gain experience by listening, repeating, role play, and writing, memorizing, and finally speaking. Students’ progress will be assessed using Foreign Language Standards \* **Standards: Communications, Cultures, Connections, Comparisons, and Communities** \*Standards are used as a checklist for Foreign Language class written works, any homework and classroom projects. A major part of assessment is student’s classroom participation in activities and discussion.

	<u><b>Standards/Goals</b></u>	<u><b>Instructional Tools</b></u>	<u><b>Assessment Tools</b></u>
4.1 Common Phrases	<ul style="list-style-type: none"> <li>a. Common phrases used in the classroom memorization.</li> <li>b. Student will be able to give and receive simple directions and questions.</li> </ul>	Vocabulary list Flashcards Study guides PowerPoint’s computer video and games to reinforce new material Board visuals	Comprehension assessment worksheet Unit testing Role plays/dialog Use of *Standards as a checklist for Foreign Language Homework and classroom projects Class participation
4.2 Alphabet Recite	<ul style="list-style-type: none"> <li>a. Learning the phonetic Spanish alphabet.</li> <li>b. Student will be able to recite the alphabet. Student will correctly name number 1- 100.</li> <li>c. Recite by hundreds through 1000.</li> </ul>	Vocabulary list Flashcards Study guides PowerPoint’s computer video and games to reinforce new material Board visuals	Comprehension assessment worksheet Unit testing Role plays/dialog Use of *Standards as a checklist for Foreign Language Homework and classroom projects Class participation Worksheet

4.3 Numbers 1-1000	<p><b><u>Standards/Goals</u></b></p> <p>a. Student will correctly name number 1- 100.  b. Also recite by hundreds 100 through 1000.</p>	<p><b><u>Instructional Tools</u></b></p> <p>Vocabulary list  Flashcards  Study guides  PowerPoint’s  computer video and games to reinforce new material  Board visuals</p>	<p><b><u>Assessment Tools</u></b></p> <p>Comprehension assessment worksheet  Unit testing  Role plays/dialog  Use of *Standards as a checklist for Foreign Language Homework and classroom projects  Class participation</p>
4.4 Subject Pronouns	<p><b><u>Standards/Goals</u></b></p> <p>a. Student will learn the Subject Pronouns both in English and Spanish.</p>	<p><b><u>Instructional Tools</u></b></p> <p>Work Packets containing covered material  Vocabulary list  Flashcards  Study guides  PowerPoint’s on Edline to use as a study tool  Related Spanish computer video and games to reinforce new material  Using the “boot” as a guided visual drill.</p>	<p><b><u>Assessment Tools</u></b></p> <p>Comprehension assessment worksheet  Unit testing  Role plays/dialog  Use of *Standards as a checklist for Foreign Language Homework and classroom projects  Class participation</p>

<p>4.5 Conjugation of verbs</p>	<p><b><u>Standards/Goals</u></b></p> <ul style="list-style-type: none"> <li>a. Conjugation of the verb “to be” present tense</li> <li>b. Focus on 1<sup>st</sup>,2<sup>nd</sup> and 3<sup>rd</sup> person singular</li> <li>c. Use of verb to talk about and identify a person</li> <li>d. Use the verb with location</li> </ul>	<p><b><u>Instructional Tools</u></b></p> <p>Work Packets containing covered material  Vocabulary list  Flashcards  Study guides  PowerPoint  Related Spanish computer video and games to reinforce new material  Using the subject pronouns as a guided visual drill.</p>	<p><b><u>Assessment Tools</u></b></p> <p>Comprehension assessment worksheet  Unit testing  Role plays/dialog  Use of *Standards as a checklist for Foreign Language Homework and classroom projects  Class participation</p>
<p>4.6 Review Indefinite and Definite articles</p>	<p><b><u>Standards/Goals Instructional Tools</u></b></p> <ul style="list-style-type: none"> <li>a. Use of the <u>definite article</u> <i>the</i> four different ways depending on gender (masculine or feminine) and number (singular or plural) of the noun.</li> </ul>	<p><b><u>Instructional Tools</u></b></p> <p>Work Packets containing covered material  Vocabulary list  Flashcards  Study guides  PowerPoint  Related Spanish computer video and games to reinforce new material  Using the subject pronouns as a guided visual drill</p>	<p><b><u>Assessment Tools</u></b></p> <p>Comprehension assessment worksheet  Unit testing  Role plays/dialog  Use of *Standards as a checklist for Foreign Language Homework and classroom projects  Class participation</p>

<p>4.7 Missions of California</p>	<p><b><u>Standards/Goals</u></b></p> <p><b><u>Instructional Tools</u></b></p> <ol style="list-style-type: none"> <li>Students will follow the Spaniard move into Alto California (Upper California)</li> <li>With the explorer Juan Rodriguez Cabrillo the first European to set foot in Alto California. (200 yrs before the missions period)</li> <li>Students will then take an extensive study of the California Missions on the Camino Real (Royal Road) starting in San Diego.</li> <li>Students will learn about the influence of the Spanish language, foods (native and domestic) brought to California by the Spaniards.</li> <li>Last students will create a poster to highlight the 21 missions of California</li> </ol>	<p><b><u>Instructional Tools</u></b></p> <p>Work Packets containing covered material  Vocabulary list  Flashcards  Study guides  PowerPoint  Related Spanish computer video and games to reinforce new material  Using the subject pronouns as a guided visual drill</p>	<p><b><u>Assessment Tools</u></b></p> <p>Comprehension assessment worksheet  Unit testing  Role plays/dialog  Use of *Standards as a checklist for Foreign Language Homework and classroom projects  Class participation</p>
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