Spanish Curriculum: Fourth Grade

Unit	Goals	Vocabulary/ Structures	Assignments	Assessments	Resources
Introducing yourself/Greetings	To know how to introduce him/herself.	Introduce self Hola-Hello ¿Cómo te llamas?/What is your name? Me llamo…-My name is… ¿Donde vives?/Where do you live? Vivo en Raleigh./I live in Raleigh. ¿De donde eres?/Where are you from? Soy de Estados Unidos./I am from USA. ¿A que te dedicas?/What is your job? Soy doctor./I'm a doctor. Hasta el domingo./See you on Sunday. Nos vemos./See you. İAdios!/Bye!	Complete the conversation. Create a conversation by partners.	*Test: They should be able to listen to the teacher and to answer the questions in the conversation (introducing yourself).*	Uncomplete dialogues. Create dialogues. Video:

| | To know how to use greetings according to the time of the day. | | Draw and write a sentence with each greeting. | *Test: They should be able to recognise the meaning of the words through a picture, by doing the actions learned in class and by completing the sentence with one word at least (greetings)*: Buenos días, mamá!/Buenas tardes, Señorita A.!/Buenas noches, familia!. | https://www.youtube.com/watch?v=kdDu8pFbnRc |

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| Colors | To recognize colors

To create simple sentences with colors. | Rojo-Red
Negro-Black
Naranja/Anaranjado-Orange
Amarillo-Yellow
White-Blanco
Gris-Grey
Azul-Blue
Verde-Green
Morado-Purple
Café/Marrón-Brown | *Listen to the teacher and color a picture).*

Create sentences with the pictures and its colors. | Test (color, match, write)

STEAM PROJECT:
-Plan a picture with at least 8 colors.
-Create a picture using a variety of materials.
-Self-evaluate their creations. | Videos:
https://www.youtube.com/watch?v=M9hxEpBvKdA

http://www.youtube.com/watch?v=DsRKoZGaoEM

https://www.youtube.com/watch?v=j3O1MCENtwQ

https://www.youtube.com/watch?v=uUIbAcZzH2o |

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Hispanic countries	To learn facts about an assigned Hispanic country.	Bandera-Flag Mapa-Map Capital-Capital city Comida-Food Moneda-Money Religión-Religion Sports-Deportes Sitios Turísticos-Attractions Datos importantes-Facts	*Research about an assigned Hispanic Country.* *Fill in the research guide.* *Make a Brochure about the country.*	*Oral presentation about the assignedchispanic country.* *Test: draw and/or write two aspects of the assigned country.*	Research guide. Country facts. Brochure materials.

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Numbers	*To count numbers 0-1000.* *To recognize the number, to write the number in figures and words and, to represent the quantity.* *To read and write addition, subtraction and multiplication equations in Spanish.*	**Numbers 0-9** • 0 – *cero* • 1 – *uno* • 2 – *dos* • 3 – *tres* • 4 – *cuatro* • 5 – *cinco* • 6 – *seis* • 7 – *siete* • 8 – *ocho* • 9 – *nueve* **Numbers 10-99**	**Handouts related to counting, recognizing, writing and representing numbers.** **Handouts were they need to solve and write addition, subtraction and multiplication equations.**	*Test: count, recognize the number, write the numbers in figures and words and match/represent the quantity to the figure or word. They will also read and write addition, subtraction and multiplication equations in Spanish.*	Videos: https://www.youtube.com/watch?v=cd_cTyNLHLw https://www.youtube.com/watch?v=sz6FCG3ZVJ8&list=PLHP6XmGEwKzKLotQiQwdFn6-0s2jmKud9&index=7 https://www.youtube.com/watch?v=rjD5gson8Eo https://www.youtube.com/watch?v=Z608hl91G3Y https://www.youtube.com/watch?v=27KsV2MUKGU

		- 10 – *diez* - 11 – *once* - 12 – *doce* - 13 – *trece* - 14 – *catorce* - 15 – *quince* - 16 – *dieciséis* - 17 – *diecisiete* - 18 – *dieciocho* - 19 – *diecinueve* - 20 – *veinte* - 21 – *veintiuno* - 22 – *veintidós*			

		23 – *veintitrés* 24 – *veinticuatro* 25 – *veinticinco* 26 – *veintiséis* 30 – *treinta* 31 – *treinta y uno* 32 – *treinta y dos* 33 – *treinta y tres* 40 – *cuarenta* 41 – *cuarenta y uno* 42 – *cuar*			

		enta y dos • 50 – *cinc uenta* • 60 – *sese nta* • 70 – *sete nta* • 80 – *oche nta* • 90 – *nove nta* **Numbers 100 up to 1000** Notice that 100 is *cien*, but in every other number that follows it changes to *ciento* and it's followed by the next number. For example, 101 is *cien**to** un o* and 187			

| | | would be *cien**to** ochenta y siete.

100 – *cien* 101 – *ciento uno* 102 – *ciento dos* 103 – *ciento tres* 110 – *ciento diez* 111 – *ciento once* 135 – *ciento treinta y cinco* 200 – *doscientos* 201 – *doscientos uno* 202 – *dosc* | | | |

		ientos dos • 300 – *tresc ientos* • 400 – *cuatr ocient os* • 500 – *quini entos* • 600 – *seisc ientos* • 700 – *sete ciento s* • 800 – *ocho ciento s* • 900 – *nove ciento s* • 1,000 – *mil* Equations • *23 + 34 = 57 (veintitres mas treinta y cuatro igual*			

		cincuenta y siete); ● *652-100=552 (seiscientos cincuenta y dos menos cien igual quinientos cincuenta y dos).* ● *3x8 = 24 (tres por ocho igual veinticuatro).*			

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| La Navidad | To learn vocabulary related to Christmas.

To compare Hispanic Christmas Traditions with their own Christmas Traditions. | CHRISTMAS

calcetín de navidad Christmas stocking

árbol de navidad Christmas tree

reno reindeer

estrella star

corona de navidad Christmas wreath

pudín de navidad Christmas pudding

CookingWithLang | Color Christmas objects and write sentences that describe the objects. | Pictures and sentences written. | Videos:

Tutaina

Tutaina, Villancico Animado - Canticuentos - YouTube

Mi burrito Sábanero

https://www.youtube.com/watch?v=lJawRaON8h0 |

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| La Familia | -To recognise Family Members

-To Identify family relationships:

Example: La mamá de mi mamá es mi _____abuela_____ _____.

El papá de mi primo es mi _____tío_____ ____.

-To be able to create their Family tree. | Papá-Dad

Mamá-Mom

Hijo-Son

Hija-Daughter

Hermano-Brother

Hermana-Sister

Abuelo-Grandfather

Abuela-Grandmother

Bisabuelo-Grand-grandfather

Bisabuela-Grand-grandmother

Tío-Uncle

Tía-Aunt

Primo-Male cousin

Prima-female cousin

Primos-2 or more male cousins

Primas-2 or more female cousins

A male and a female cousins | **Draw family members.**

Write expressions to introduce each family member.

Create their own Family Trees. | Test: draw, match, write. | Videos:

https://www.youtube.com/watch?app=desktop&v=yFwuIprnNvQ

https://www.youtube.com/watch?app=desktop&v=EgN_w3dqMU0&feature=youtu.be

https://www.youtube.com/watch?v=oAwHQX55FB8

La familia - The Family (Español - Ingles) Vídeo para niños - YouTube

La Familia - video educativo para niños - YouTube

La Familia - El árbol genealógico para niños - Vocabulario - Papá, mamá, hermano, abuelos, tíos... - YouTube |

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El Alfabeto	• Recognise the letter names and sounds of the Alphabet in Spanish: they will be encouraged to identify the first sound they hear in a word, to write the letter given by the teacher and to complete the missing letter in a word while the teacher reads it (_vión-avión). • Read words: they will be encouraged to read syllables, make words with syllables and read complete words (ca-sa; casa). • Create sentences where they will describe different objects using verbs and adjectives: El borrador es rosado. El borrador es grande. El borrador sirve para borrar.		• Unscramble words and sentences. • Read and write words and sentences. • Read books.	**Test: (read/write syllables, words, sentences and books).**	

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Class objects	To recognize the word (teacher read it aloud) and to draw the picture that correspond to it) and to write sentences with them. Ex: El libro es rojo y es grande. Sirve para leer y aprender. (They will have access to a list of adjectives and action words).	Los objetos de el bolígrafo / la pluma, el borrador, la carpeta, la computadora, el cuaderno, el di..., la grapadora, el lápiz, la lección, la mesa, la mochila, word / la palabra	Recognize the word (teacher read it aloud) and draw the picture that correspond to it) and to write sentences with them. Ex: El libro es rojo y es grande. Sirve para leer y aprender. (They will have access to a list of adjectives and action words).	**Test: identify, draw and write.** **STEAM PROJECT:** **-Create an alphabet chart.** **-Color and cut out a classroom object that belongs to each letter of the alphabet. Write a sentence with each one.**	Videos: https://www.youtube.com/watch?v=NwWLfWHFLyY https://www.youtube.com/watch?v=MM-5QLJzzTc

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Days of the week/months/seasons/weather/ clothes	DAYS OF THE WEEK The goal is that they are able to recognize the words related to the days of the week and to answer questions related to a given month calendar SEASONS The goal is that they are able to recognize the word related to each season, write it, draw a picture related to it and write the months related to each season, as well as a short description of it. Ex: En verano hace calor. Verano ocurre en junio, julio y agosto. En verano vamos a la playa. (they will have access to the weather and items related to each season). WEATHER The goal is to draw the seven types of weather in the box and to write a sentence that express this Weather: Está _____ (type of weather). MONTHS OF THE YEAR The goal is to write the months of the year in order. The teacher will provide a word bank with the months of the year. They also should be able to answer questions based on a calendar: En que mes celebramos la Navidad?/When do we celebrate Christmas? En	DAYS OF THE WEEK Monday-lunes Tuesday-martes Wednesday-miércoles Thursday-jueves Friday-viernes Saturday-sábado Sunday-domingo SEASONS VOCABULARY Spring-primavera Summer-verano Fall-otoño Winter-invierno WEATHER Cloudy-Nublado Sunny-Soleado Rainy-Lluvioso Snowy-Nevoso Windy-Ventoso Stormy-Tormentoso Partly Cloudy-Parcialmente Nublado MONTHS OF THE YEAR	**Week schedule** **Weather journal** **Create a Weather News Script**	**Test: match, draw, write**	Videos: DAYS OF THE WEEK-MONTHS AND SEASONS VIDEOS https://www.youtube.com/watch?v=ZO-ey3B_XSw https://www.youtube.com/watch?v=MKi8bNAYNkE DAYS OF THE WEEK VIDEOS https://www.youtube.com/watch?v=C4fREj60Crk https://www.youtube.com/watch?v=NOf6i8LBFDk SEASONS VIDEOS https://www.youtube.com/watch?v=-F4wleQRWHk https://www.youtube.com/watch?v=b6XSdJ4ujPs

	_____ __(month).	Months of the Year January February March April May June July August September October November December			

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Animals: Rainforest/Barn	To recognize a variety of rainforest and barn animals. To read and comprehend texts related to rainforest and barn animals. To create sentences that describe characteristics and movement of rainforest and barn animals.	Qué animal es este? Es un perro./What animal is this? It's a dog. Cómo es el perro? Es café, es grande y juguetón./How is the dog?It's brown, big and playful. Cómo se mueve el perro? El perro puede caminar y corer./How does the dog move? It can walk and run. 	They draw and label the animals. They read texts related to rainforest and barn animals. STEAM PROJECT: They create a zoo where they will write a short informative text about 4 rainforest and 4 barn animals.	Test (listen, draw, write sentences describing the animals)	