

Elementary Spanish Fourth Grade

Program Goal:

The learner will become a well-rounded, global citizen who can communicate confidently and effectively and appreciate various cultures while able to apply and make relevant the knowledge learned from the target language and culture.

Grade Level Goal:

The Fourth Grade curriculum will focus on listening, and using non-verbal language in Spanish through the method of Total Physical Response. The focus will be on Caribbean/Dominican/Cuban Spanish.

Content Criteria:

Communication:

Listening:

- The learner will recognize and respond to short sentences/commands.

Speaking:

- The learner will speak in short sentences.
- The learner will ask simple questions.

Reading:

- The learner will read short texts and stories, applying the phonetic principles of Spanish.

Writing:

- The learner will be able to create simple sentences and follow certain grammar and spelling rules.

Non-Verbal communication:

- The learner will physically respond to verbal and non-verbal prompts.

Appreciation and respect for culture:

- The learner will experience music and art from the target language/country.

Ethical:

- The learner will compare and contrast political systems (branches) of the Spanish-speaking islands.

Instructional Criteria:

- The learner will review the following recommended vocabulary:
 - Feelings
 - Food
 - Numbers 51-100 and out of order 0-100
 - Alphabet
 - Calendar
 - Weather
- The learner will learn the following recommended vocabulary:
 - Clothing
 - 5 Senses
 - Numbers 100-1000
 - Clock - hour, half hour, and quarter hour
 - House Objects
 - Actions
 - Extended family
 - Michigan animals (to compliment 4th grade Social Studies)

- The learner will explore and be knowledgeable about the geography and culture of the Caribbean, Dominican Republic and Cuba.

Textbook recommendation:

**iHola Niños! Total Physical Response (TPR)
Storytelling: An Introductory Spanish Course for Grades
K-3 by Carol Gaab.**

AND

**Total Physical Response (TPR) Storytelling – Year 1,2,3
by Todd McKay**