



INTERNATIONAL STUDIES SPANISH

Grade 4
Course 006213
Course Syllabus



This syllabus is designed to inform grade 4 students and parents of the World Language Standards, course materials, student requirements, benchmarks, instructional pacing, and assessments required for success in the *IS Spanish Grade 4* course.

GOALS FOR WORLD LANGUAGE STANDARDS

Overall goals of the PPS International Studies students of Spanish

1. **Communicate** at the “Distinguished” * level or higher.
2. Relate **cultural** information at the “Distinguished” level or higher.
3. Communicate with people in Spanish-speaking **communities** at the “Distinguished” level or higher.

COURSE DESCRIPTION

The sequential Scope and Sequence and Curriculum developed by teachers of the Pittsburgh Public Schools begins in kindergarten and continues through grade 5. The fourth grade course emphasizes listening, speaking, reading, and writing so that students can function in a Spanish-speaking environment. Whenever possible, connections are made to other fourth grade subject areas. The fourth grade Spanish class meets for a minimum of 40 minutes a day. Throughout the day, the teacher will give directions to students in Spanish, as appropriate.

STUDENT REQUIREMENTS

Students taking this course will be expected to:

- come to class prepared to work.
- pay attention in class. Focus on classroom instruction.
- participate actively in small and large group oral language practice.
- ask questions if they do not understand.
- study, practice, and learn new words and phrases when assigned. Keep up with the work.
- review vocabulary and class work a little each day, not only the night before a test.
- use what they have learned to speak Spanish with their teacher and classmates.
- use what they have learned to write in Spanish (journal writing, letter writing, class assignments).
- do homework, complete assignments, and satisfactorily pass quizzes and tests.
- use library and/or computer resources to reinforce classroom activities as appropriate.
- attend class in compliance with the school district attendance policy.

* See page 4 for a description of levels

CONTENT PERFORMANCE BENCHMARKS

Academic Standards	Content	Learning Indicators
	By the end of Grade 4, students will know:	By the end of Grade 4, students will be able to:
Communicate in Spanish <ul style="list-style-type: none"> ▪ Interpersonal (speaking/writing) ▪ Interpretive (listening/reading) ▪ Presentational (to an audience) 	<ul style="list-style-type: none"> ▪ colors ▪ shapes ▪ numbers ▪ descriptive adjectives ▪ animals and their habits ▪ time ▪ days of the week, months, and seasons ▪ alphabet ▪ clothing ▪ food and beverages ▪ school and home activities ▪ sports and leisure activities ▪ family members ▪ rooms of the house ▪ feelings and health ▪ community buildings 	<ul style="list-style-type: none"> ▪ respond with phrases and simple sentences ▪ ask and respond to simple questions ▪ understand and perform commands and requests (follow directions) ▪ make simple comparisons ▪ ask, give, and follow simple directions ▪ perform a song, tongue twister, or rhyme ▪ initiate and sustain a simple conversation ▪ give a simple presentation ▪ listen to and retell folktales
Relate cultural information of Spanish-speaking countries	<ul style="list-style-type: none"> ▪ basic appropriate social conventions (greetings, leave taking) ▪ conventions for ordering a meal 	<ul style="list-style-type: none"> ▪ demonstrate appropriate cultural practices
Communicate with individuals from Spanish-speaking communities	<ul style="list-style-type: none"> ▪ daily schedule, routine ▪ feelings and health ▪ sports and leisure activities 	<ul style="list-style-type: none"> ▪ ask and respond to simple questions ▪ demonstrate appropriate cultural practices

CONTENT PACING GUIDE

First Semester	Second Semester
▪ greet and bid farewell	▪ order a variety of foods and drinks from a menu
▪ introduce self and friends	▪ follow directions to prepare foods
▪ in each unit, use colors, numbers, adjectives, and shapes in appropriate contexts	▪ describe and write about favorite school activities
▪ ask about and name animals and describe their habitats	▪ name and describe leisure time activities and favorite sports
▪ talk about schedule and teachers	▪ ask about, name, and describe family members
▪ ask about and use time in a variety of contexts (to the nearest minute, including, half, quarter, and $\frac{3}{4}$ hour)	▪ ask about, name, and describe rooms in a house
▪ use the days of the week, months of the year, verbs and seasons to describe appropriate clothing and activities	▪ give and ask directions to places in the classroom, house, or school and tell what people do there
▪ use the Spanish alphabet to spell words	▪ tell how they feel (my head hurts, etc.) and ask about how a friend is feeling
▪ name and describe clothing	▪ locate, identify, and give directions to places on a map
▪ use Spanish for daily routines—tell date, weather, where they are going...	
▪ listen to, respond to, and retell folktales	
▪ talk and ask about likes/dislikes (foods, sports and other activities, holidays)	
▪ identify cultural similarities and differences	
▪ say rhymes and/or sing songs	
▪ express needs for the class—ask to go to the bathroom; ask for a pencil, paper, eraser...	

Although the course stresses the speaking and listening skills, students will also be asked to demonstrate reading and writing skills.

STUDENT ASSESSMENT

EIS Spanish Grade 4 Assessment

Teacher-made tests might include: selecting from multiple choices, filling in the blank, identifying/drawing pictures, answering oral/written questions, matching words and phrases, reading a short text, and writing a paragraph.

Assessment Examples

The following are examples of performance-based tasks that may be used to assess listening comprehension, speaking, reading, and/or writing. Students will:

- make a short presentation about day, date, special events, and the weather. (speaking)
- listen to a folktale and answer oral questions. (listening comprehension)
- read a short description of a family/friend and draw a related picture. (reading)
- write a few sentences describing a family that lives in Puerto Rico. (writing)

Assessment Checklist

Student progress in demonstrating the ability to speak Spanish will be marked on the *PPS Novice/Proficient Level Checklist* that corresponds with the topics listed above. The Checklist may be used by students, teachers, and parents to see what students have learned in relation to the World Language Speaking (Communication) Standard.

PPS ORALS Assessment

Students in a sequential K-5 Spanish program will be tested at the end of grade 5 to determine their level of speaking ability on the *PPS Online Ratings Assessment for Language Students (PPS ORALS)*. Student speech samples will be rated according to a national scale. It is expected that students in a six-year sequential program will attain a “Proficient” rating or better. For a description of rating please see *PPS ORALS Proficiency Scale* on the next page.

PPS ORALS PROFICIENCY SCALE

IS/IB GOALS	AUDIENCE	RESPONSE TYPES	TOPICS	GRAMMAR
Distinguished (IH) IS/IB Grade 12	Can generally be understood even by those not accustomed to dealing with language learners	Responds using some simple paragraph-like discourse, begins to narrate, describe, summarize, and compare or contrast--but cannot sustain it	Handles uncomplicated communicative tasks, can initiate, sustain, and close a general conversation about many different concrete topics	Converses 60% of the time in paragraph-like connected discourse in the past, present, and near future time; uses comparative expressions
Proficient Plus (IM) IS Grade 8	Can be understood by a native speaker who is used to dealing with language learners	Responds by creating a variety of sentences and questions, can sustain basic communicative tasks and participate in short conversations	Handles a variety of social situations and basic survival topics, e.g., courtesy/socials requirements, such as: accepting/ refusing invitations, greeting / introductions, making meeting arrangements	Creates sentences; gives and asks for information in the present tense; <u>begins</u> to include past and future tenses; uses negation, noun/adjective agreement, and subject/verb agreement
Proficient (IL) IS Grade 5	Can be understood by someone who is used to dealing with language learners	Responds by creating a variety of simple sentences and questions, can minimally sustain simple, basic communicative tasks	Handles a limited number of social situations and basic survival topics, e.g., order meal, ask directions, get transportation, get a hotel room	Creates simple sentences, gives and asks for information in the present tense; uses some negation, some noun/adjective agreement, and some subject/verb agreement
Partially Proficient (NH) IS Grade 3	Can be understood with limited difficulty by someone who is used to dealing with language learners	Responds by creating some simple sentences but still relies heavily on learned material, no real autonomy of expression	Talks about self in a limited way, identify basic objects, places, some kinship terms	Creates very simple sentences at least 60% of the time with limited subject/verb agreement
Novice Mid (NM) IS Grade 2	May be difficult to understand even by listeners who are very sympathetic to language learners	Responds with words and memorized phrases, some recombined sentences, lists, naming (50-60), songs, rhymes	Produces memorized vocabulary in basic contexts, e.g., numbers, colors, dates, pets, clothes, weather, activities, time, sports, greetings, foods, family, workers	Enumerates; lists words and phrases, names, recites, says memorized sentences; demonstrates recombining of sentences; demonstrates little or no grammatical usage
Novice Low (NL) IS Grade 1	Is very difficult to understand even by listeners who are very sympathetic to language learners	Responds with isolated words and a few memorized phrases (15-20), some songs, rhymes	Produces limited vocabulary in very limited contexts	Produces vocabulary at the word level, no evidence of correct grammatical usage
No Rating	Student demonstrates no ability to use the second language or non-ratable sample			

For more information about the PPS World Language Program, see <http://www.pitt.edu/~flsites/pps/>