

Teacher: Core
 Ele Spanish Gr. Year: 2017-
 4 18
 Course: Ele Month: All
 Spanish Gr. 4 Months

Essential Questions	Content	Grammar Structure	Knowledge and Skills	Vocabulary	Assessments	Lessons	Recommended Stories/ Recommended Stories/ Resources	Standards
How will I have a conversation with a native Spanish speaker? How will I respond to what I hear and interpret what I read in Spanish? How can I better understand, respect, and embrace a culture with different practices and beliefs? How can participating in the story telling procedures prepare me to communicate in Spanish?	Greetings and important classroom commands	Quiero, quieres, quiere Tengo, tienes, tiene Necesito, necesitas, necesita Me gusta / me encanta, Me gustan / me encantan ¿Qué clase te gusta más? ¿Qué te gusta comer? ¿Qué NO te gusta comer?	I can understand and respond to important classroom commands that Spanish speaking people use daily in the classroom. I can react and respond to TPR activities in every class. I can explain the story telling procedures. I can read and understand a short story in Spanish. I can write a short story in Spanish! I can understand my teacher's story questions in Spanish and answer her questions in Spanish. I can retell the class story in Spanish. I can say and identify classroom objects. I can talk about what I want, need and have. I can say and identify subjects I study in school. I can say what subjects I like and dislike. I can say and identify some food items. I can say which food items I like and dislike. I can order food in a restaurant.	Los objetos de la clase: El lápiz, la pluma, el papel, el cuaderno, el libro, la carpeta, la regla, los crayones, los colores, el marcador, el pincel, el mapa, el globo, el diccionario, el sacapuntas, las tijeras, el pegamento/la goma, la cinta, la mochila, la grapadora, el reloj, el escritorio, la silla, la mesa, la computadora, la calculadora, el tablero blanco. Las clases importantes en la escuela: Español, Educación física, Inglés, Lectura, Matemáticas, Coro, Música, Arte, Ciencias, Ciencias sociales El recreo, el almuerzo	Writing, Reading and Speaking Assessments La mochila project. Restaurant skit.		Story props, cards, and posters promethean board, I can statement posters.	1.1-Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions 1.2-Students understand and interpret written and spoken language on a variety of topics 1.3-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 2.1-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied 3.1-Students reinforce and further their knowledge of other disciplines through the foreign language 3.2-Students acquire information and recognize the distinctive viewpoints that are only
	Classroom objects							

Expressing
Yo quiero,
yo tengo,
yo necesito

La comida
Las frutas, la sopa, la
pizza, el perro caliente, la
hamburguesa, el
sándwich/el bocadillo,
las papas fritas, las
papitas, la ensalada, los
vegetales/las verduras,
los tacos, la carne, el
pollo, el queso, el
pescado, el chocolate, el
helado, los refrescos, el
agua, la leche, el jugo, la
lonchera, la bolsa de
papel.

available through the
foreign language and its
cultures
4.1-Students
demonstrate
understanding of the
nature of language
through comparisons of
the language studied and
their own
4.2-Students
demonstrate
understanding of the
concept of culture
through comparisons of
the cultures studied and
their own.
5.1-Students use the
language both within
and beyond the school
setting
5.2-Students show
evidence of becoming
life-long learners by
using the language for
personal enjoyment and
enrichment.

La comida
/
Ordenando
la comida

Ordenando la comida:
El camarero / La
camarera
El cliente / la cliente
EL menú
La cuenta
La propina
¿Puedo tomar su orden?
Me gustaría ...
Quiero ordenar ...
Quiero comer
¿Algo más?
La cuenta, por favor.