Elementary Spanish (Grade 5)

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Summary

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students now and as they advance through the program/grade levels in preparation for a future in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. The goal of the elementary Spanish program in grades three, four and five is to support students in attaining the Novice Mid Performance Expectation in the three communicative modes by the end of grade 5. Standards addressed in this unit reflect Novice Low and/or Novice Mid Performance Expectations based on the individual proficiency levels of the students at specific points in the year.

Grade five students will demonstrate their understanding of the pronunciation of Spanish sounds through their sentence-level use of the target language when communicating with their teacher and classmates. They will continue to demonstrate their auditory development in responding appropriately to their teacher's target language usage in written and spoken word. Students will communicate in full sentences when reviewing past learning and sharing information about themselves and others when writing and speaking. Topics include activity verbs, adjectives to describe themselves and people around them, and review of the vocabulary and expressions from past units in further depth. Grade five students will be exposed to the grammatical structures and vocabulary-based topics that are presented in the novel (La familia de Federico Rico) during the second half of the year.

Revision Date: May 2020

Standards

The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in

culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

NJSLSA.L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions/Enduring Understandings

- How can I express my preferences for activities that I enjoy when I don't know all the words (of a target language)?
- What am I afraid of in hesitating to speak this language? How can I overcome my hesitancy?
- How much cultural understanding is required to become competent in using a language?
- How can I explore and describe cultures without stereotyping them?
- In which ways are the English language and the Spanish language similar and different?
- What should I do in my head when trying to describe myself and peers in Spanish?
- What should I do in my head when trying to describe other people's actions in Spanish?
- How can I sound more like a native Spanish speaker when I describe fictional novel characters and when I dentify and describe fictional plot events in Spanish?
- How can I use verbs and adjectives to identify and describe people in Spanish as a native Spanish speaker would?

Objectives

Students Will Know

- how to communicate independently at the phrase and sentence level through written and oral language using the target language on a variety of topics, such as activities, body parts, clothes, and personal descriptions.
- how to communicate the comprehension of passages in the target language.
- how to communicate independently using proper grammar in the present tense of the target language.
- how to identify key terms and grammatical structures in reading passages in the target language.
- how to communicate their appreciation for other cultures and compare those to that of the United States.

Students Will be Skilled At

- demonstrating comprehension of Spanish in written and oral form through pictures, gestures, or phrases and/or sentences.
- communicating at the word, phrase, and simple sentence level about themselves, their surroundings, their likes/dislikes and their relationships.
- distinguishing the difference between singular and plural words and phrases in Spanish and when to use them.

Learning Plan

Teacher will:

- keep the use of English to a minimum, with most instructions and directions given in the target language.
- use real objects, gestures, pictures, and other visuals to convey meaning.
- teach vocabulary in context, making it relatable to students.
- use paired activities and small-group learning.
- provide comprehensible target language input to assist students in acquiring the ear for the Spanish language.
- provide weekly practice in the target language with a variety of content-based activities, games, songs, puzzles, conversation prompts, and writing tasks to promote understanding of the target language and exposure to unit relevant grammar and vocabulary.
- plan formative and summative assessments tha qt elicit student ability to identify familiar people, places, and/or objects based on what is seen, heard and/or read.
- plan formative and summative assessments that elicit student ability to respond to what is seen, heard and/or read using memorized words, phrases, and/or sentences.
- point out how verbs (when used in context) are conjugated depending on who is being about
- demonstrate and help students identify the difference of conjugations (ex. conjugated verbs as vocabulary)

Units of study and suggested vocabulary:

a) **Activity words**: hablar, hablar por teléfono, cantar, tocar el instrumento, bailar, jugar videojuegos, escuchar música, mirar la televisión, comer, escribir, estudiar, leer, dibujar, cocinar, salir con

la familia, viajar, trabajar, dormir, jugar con amigos, pintar

b) **Personal descriptions**: rubio (a), castaño (a), alto (a), bajo (a), joven, viejo (a), pelirrojo (a), atlético (a), inteligente, artístico (a), serio (a), flaco(a), gordo(a), feo (a), largo (a), corto(a), guapo (a), fuerte, grande, pequeño (a), difícil, fácil, loco(a), peligroso(a), atractivo(a), cruel, enorme, sucio(a), interesante, importante, perfecto(a)

c) **Body parts**: el ojo, la nariz, la oreja, la lengua, la boca, la frente, el pelo, los labios, los dientes, el cuello, la mano, el ombligo, la barriga/ el estómago, los dedos, los brazos, los hombros, el pie, los dedos de pie, la rodilla, la pierna, la espalda, la garganta, el bigote

d) **Emotions**: aburrido(a), cansado(a), frustrado(a), furioso(a), muerto(a), nervioso(a), sorprendido(a), contento(a), triste, enfadado(a), enfermo(a), asustado(a), orgulloso(a), decepcionado(a)

e) **La familia de Federico Rico** (novel study): in addition to reading the novel, extension activities are incorporated to teach culture and additional vocabulary.

Potential Extension Topics include: review of the family, culture of bullfighting, Pablo Picasso art: cubismo, cultural story of El Chupacabra, Salvador Dali and surrealismo, medical spanish and expressing pain, culture of Lucha Libre, prepositions and directions, review of weather and clothing, culture and popularity of soccer, review of el Dia de los Muertos

Assessment

When taking a World Language, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the communicative modes (Interpretive, Presentational and Interpersonal) demonstrates the development of communicative proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of

skill.

Deparmental grading plan:
https://docs.google.com/document/d/13izbIzBISTg1EzBUpz2rtATBNGAdPdO_Glt4pDoo7GA/edit

Engagement in interpersonal communication:

- Follow and respond appropriately to simple oral directions, commands and requests for participating in age-appropriate classroom activities.
- Imitate appropriate gestures and intonation of the target language during greetings and daily interactions.
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
- Work in pairs and small groups using new and previously learned vocabulary.
- Participate in conversations about themselves and their preferences on a variety of topics including likes and dislikes, clothes, personal descriptions, activities, relationships and more.
- Act out different conversations in order to exchange information based on context clues.
- Create their own conversation skits to have classmates act out during class.
- Create their own songs, poems or raps to encourage vocabulary and grammar acquisition.

Suggested Activities:

- Students will answer questions - about a variety of topics- that the teacher or classmates present to the class, in the target language, while tossing a ball around the room.
- Students will work together to identify different vocabulary words and phrases during games, worksheets, and other short prompts.
- Students will interview each other on a variety of topics about their preferences in the target language.
- Students will participate in small group skits where they will listen and decipher information in the target language. They will actively participate in both speaking and listening during the activity.
- Students will write and practice their own skits in the target language using body part vocabulary and referencing the novel and

will present it to the class.

Engagement in presentational communication:

- Recite simple rhymes, songs and skits using new and previously learned vocabulary.
- Copy/write words, phrases, or simple sentences on familiar topics.
- Name and label pictures of new and previously learned vocabulary.
- Create and present projects such as posters, slide presentations, songs and skits, in written and/or spoken form based on units of study, using appropriate Spanish vocabulary.
- Practice and perform Spanish songs, utilizing vocabulary from the units learned.
- Create and present their own songs, poems or raps to encourage vocabulary acquisition.
- Create and present a poster or online presentation about themselves in Spanish using simple sentences.

Suggested Activities:

- Students will create their own song to teach the class vocabulary using actions, dances, or translations of the vocabulary and present it to the class when completed.
- Students will create an All About Me presentation in which they will describe themselves and their preferences in the target language and present it to the class when completed.
- Students will present their own skits in the target language using body part vocabulary and referencing the novel and will present it to the class.
- Students will sing the Rockalingua song lyrics based on the unit of study to reinforce vocabulary.
- Students will present and practice vocabulary while playing games such as charades and pictionary in which they will be identifying the vocabulary based on what is seen.

Engagement in interpretative communication:

- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical and verbal responses.
- Recognize familiar people, places, and objects based on oral or simple written description.
- Listening to short stories and descriptions based on units of study.
- Respond to songs, videos and stories that incorporate vocabulary related to the units of study.

Suggested Activities:

- Students will read the novel with a partner using Volleyball Translation. Each student will take turns reading two lines in the target language, then their partner will translate what he or she has read and then continue reading in the target language.
- Human Scavenger Hunt: Students will find someone who enjoys doing the activity listed in the box. If the student does enjoy doing that activity, he or she will answer the question in Spanish and sign the box.
- Students will work together to answer questions about short stories that they have read or heard in the target language.
- Students will work together to identify vocabulary words and phrases in the target language during a variety of games, worksheets, and other short prompts.
- Students will participate in Spanish Mad Libs. Students will provide vocabulary to fill in the blanks and then we will listen to the completed short story. Students will work together to check for understanding.

Common grading and assessment information:

https://docs.google.com/document/d/16G5DYtxwm_JHnI2woOyso6NUT76kmIQDQSc74rw_dQ4/edit

Elementary Spanish Common Course Expectations Plan

https://docs.google.com/document/d/13izbIzBISTg1EzBUpz2rtATBNGAdPdO_Glt4pDoo7GA/edit

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments:

Any resources, not included in the current CORE BOOK LIST, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Online Materials:

- Rockalingua
- Google Slides
- Quizlet
- SMARTboard Interactive Activities
- Youtube videos

Additional Materials:

- Visual Representations of vocabulary
- Teacher created games, worksheets and activities
- La familia de Federico Rico novel

Integrated Accommodation and Modifications

This link includes content specific accommodations and modifications for the populations listed below:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing