Elementary Spanish (Grade 4)

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 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 four students will demonstrate their understanding of the pronunciation of Spanish vowels and sounds through their increased use of the target language in class. They will begin to demonstrate their auditory development in responding appropriately to their teacher's target language usage. Students will gradually progress from the word level to using simple phrases and short sentences when reviewing past learning and sharing information about themselves, people around them and their everyday environment. Topics include weather, clothing, sports and food and the essential parts of each.

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 when I don't know all the words (of a target language)? (ie: preferences related to sports, clothing and food/drink)
- 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 discuss the weather in Spanish?
- How can I sound more like a native speaker when I describe sports in Spanish?
- How can I sound more like a native speaker of Spanish when I describe clothing and discuss what one in wearing as related to the weather?
- How can I identify and describe food and drinks using terms that a native Spanish speaker would?

Objectives

Students Will Know

- how to communicate independently at the word level and/or using memorized words and phrases when identifying and describing weather and seasons.
- how to communicate independently at the word level and/or using memorized words and phrases when identifying and describing clothing.
- how to communicate independently at the word level and/or using memorized words and phrases when asked to identify food and drinks in Spanish.
- how to communicate independently at the word level and/or using memorized words and phrases when indicating their preferences for sports, food and drinks.
- how to communicate independently at the word level and/or using memorized words and phrases when speaking in the first person singular.

Students Will be Skilled At

- demonstrating comprehension of Spanish in written and oral form through pictures, gestures, or words.

- communicating at the word, phrase, and simple sentence level about weather and seasons.
- communicating at the word, phrase, and simple sentence level about clothing items.
- communicating at the word, phrase, and simple sentence level about sports.
- communicating at the word, phrase, and simple sentence level about preferences for food and drinks.
- 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 that 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 and/or phrases.
- facilitate pair conversation and create opportunities for peer and self-assessments.
- increasingly use Spanish to communicate with students, resorting English to clarify their message or directions.
- continue to recycle vocabulary throughout the year to encourage students in acquiring the ear for the Spanish language.

Units of study and suggested vocabulary:

- a. Seasons: el invierno, la primavera, el verano, el otoño.
- b. Weather expressions: hace frío, hace calor, hace viento, hace sol, hace fresco, está lloviendo, está nublado, está nevando.

- c. **Clothing**: la ropa, los pantalones, la camisa, la camiseta, el traje, el vestido, el traje de baño, la chaqueta, las gafas de sol, los calcetines/ las medias, los pantalones cortos, las botas, la bufanda, las sandalias, el sombrero/el gorro/la gorra, los zapatos de tenis/las zapatillas, la falda, el abrigo, los guantes, las pijamas.
- d. **Sports and activities**: el béisbol, el fútbol, el fútbol americano, el tenis, el golf, el voleibol, el baloncesto, lacrosse, hockey, artes marciales/karate, montar a caballo, montar en bicicleta, patinar, patinar sobre hielo.
- e. **Vocabulary of the food with me gusta and no me gusta** (the yo, tú, él, ella forms): el desayuno, el almuerzo, la merienda, la cena.
- **-las bebidas**: el café, el té, el té helado, el agua, la limonada, el jugo de naranja, el chocolate caliente, la leche, el refresco/la soda.
- **- place setting** (optional): el plato, el vaso, el tenedor, la cuchara, el cuchillo.
- **-las comidas**: la hamburguesa, el perro caliente, el pan, el arroz, el pollo frito, las papas fritas, la sopa, el espagueti, los huevos, el tocino, el queso, el jamón, el bistec, el pescado, la ensalada, el sanguche/el bocadillo, la pizza, el taco, el cereal, los frijoles, pan dulce, las tortillas, las tostadas, el helado.
- **- las frutas**: la manzana, la naranja, la banana/el plátano, las uvas, el mango, las fresas, la piña , la sandía, las cerezas, el kiwi, el coco, las ciruelas, el limón, el durazno
- **- vegetables:** (optional)

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.
- Participate in simple conversations about sports, weather, clothing and food and drink preferences.
- Work in pairs and small groups using new and previously learned vocabulary.

Suggested Activities:

- Students will work together to create skits and conversations related to food and ordering food at a restaurant.
- Students will interview each other while pretending to be a famous athlete of their choice.
- Students will engage one another in a Sports scavenger hunt (Find someone who…).
- Students will integrate movement and speaking during Conversation Circles in order to exchange information about sports, food and clothing.
- Students will exchange information about fruit preferences by playing the fruit salad activity.

Engagement in presentational communication:

- Recite simple rhymes, songs and skits using new and previously learned vocabulary.
- Copy/write words, phrases, or simple guided sentences on familiar topics.
- Name and label pictures of new and previously learned vocabulary.
- Create and present projects 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.

Suggested Activities:

- Students will create and present a weather report on Spanish Speaking Countries
- Students will write and present a description of their clothing while playing Guess Who?

- Students will gather information about their favorite athlete and present their findings.
- Students will dramatize Rockalingua weather and fruit songs
- Students will create and present menus depicting pictures, labels and brief descriptions of food and drinks.

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 see pictures of celebrities and will write descriptions of what they are wearing
- Students will create a menu, integrating Spanish food and shrink vocabulary
- Students will draw and label a “dream outfit” in Spanish
- Students will draw and label weather related symbols for each season
- Students will create picture dictionaries by drawing and labeling pictures of all food related vocabulary.
- Students will write captions to comic strips stories

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

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