Elementary Spanish (grade 1,2) 2023

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

Brief Summary of Unit

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 one and two is to support students in attaining the Novice Low Performance Expectation in the three communicative modes by the end of grade two.

Grade one students will begin to develop an ear for the pronunciation of Spanish vowels and sounds. They will begin to increase their auditory skills in responding appropriately to their teacher's target language usage. As the year progresses, students begin to use the language at the word level to indicate numbers, colors, animals, months, classroom objects and engage in greetings.

Grade two students will continue to develop an ear for the pronunciation of Spanish vowels and sounds. They will continue to increase their auditory skills in responding appropriately to their teacher's target language usage verbally and physically. As the year progresses, students will use the language at the word level or with short phrases to review past learning and share information about themselves and their personal preferences.

Revision Date: June 2023

Essential Questions

What strategies can help me to understand what I am reading?

What strategies can help me to understand when I am listening?

How does my culture compare with cultures where the target language is spoken?

How can I exchange basic information and ideas in conversations?

What does Spanish sound like?

How can I greet someone in Spanish?

How can we identify and describe classroom objects in Spanish?

How can we express our favorite animals, colors, numbers and food in Spanish?

How do we express the months of the year in Spanish?

Students will know / Students will be skilled at

Students Will Know

how to communicate independently at the word level when identifying the months of the year.

how to communicate independently at the word level when identifying items in the immediate classroom surrounding.

how to communicate independently at the word level and/or using memorized words and phrases when identifying vocabulary associated with colors, numbers, and months of the year.

how to communicate independently at the word level and/or using memorized words and phrases when identifying vocabulary associated with basic greetings and expressions of courtesy.

how to communicate independently at the word level and/or using memorized words and phrases when identifying and describing animals in Spanish.

vowels and consonants sound differently in Spanish than in English.

Students will be skilled at

listening and reading in the target language with the intent to understand.

learning how to communicate in written and oral form at their own rate using skills they have acquired through discussions and readings.

asking for clarification when the received message is unclear.

engaging in situationally appropriate communication with increasing proficiency.

making connections and comparisons between the target culture and their own.

greeting others and asking simple questions in the target language.

identifying and recognizing Spanish words for greetings, colors, months, numbers, animals, calendar,

activities, body parts, adjectives, food, emotions, days of the week, and family.

demonstrating understanding of Spanish questions through physical response.

producing simple phrases in Spanish on a variety of topics.

Evidence / Performance Tasks

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 content-based performance indicators for trimester grade reporting for all elective courses at the elementary level include:

Proficient (P) - - - Indicates that the student consistently and independently demonstrates proficiency at the grade level standard.

Progress observed (PO) ---- Indicates that the student is progressing toward consistent and independent proficiency at the grade level standard.

With Assistance (WA) ---- Indicates that the student is beginning to progress toward the grade level standard with additional time and support.

The elementary Spanish report card provides feedback via the content-based performance indicators above as related to the following communicative areas :

Interpretive mode:

- Identifies familiar people, places, and/or objects based on what is seen, heard and/or read.

Interpersonal / Presentational mode:

- Responds to what is seen, heard and/or read using memorized words and/or phrases.

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.

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 or phrases practiced in class on familiar topics.
- Participate in simple conversations about their preferences.
- Work in pairs and small groups using new and previously learned vocabulary.
- Role play simple Spanish conversations in small groups or in pairs.

Suggested Activities:

- Role play introductions/greetings in small groups or in pairs.
- Students will work together to identify different vocabulary words and phrases during games, worksheets, and other short prompts.
- Students will answer questions - about a variety of topics- that the teacher asks in the target language, while tossing a ball around the room.
- Question of the month can be used daily to reinforce meaning and encourage peer to peer engagement in the asking and answering of questions

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.
- Practice and perform Spanish songs, utilizing vocabulary from the units learned.

Suggested Activities:

- Create and present their own poster or small book about animals identifying the animal, color(s) of the animal, an adjective, and giving the animal a name.
- Develop Google Slides demonstrating acquisition of / application of new and previously learned vocabulary

Engagement in interpretative communication:

- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical and verbal responses.

- Respond to songs, videos and stories that incorporate vocabulary related to the units of study.

Suggested Activities:

- Hold up the color paper that matches the word the teacher says in Spanish.
- Hold up the number that matches the word the teacher says in Spanish.
- Stand up when the teacher says their birthday in Spanish.
- Color a picture according to the teacher's directions in Spanish.
- Act out different actions or emotions in a charades style to be identified in the target language by classmates.
- Act out different animals in a charades style to be identified in the target language by classmates.
- Share their favorite color, number and/or animal in the target language and the class will listen and tally the responses from each student on a chart.
- Share how they are feeling and the class can draw the face that matches.

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

Standards

7. Standards: (NJSLS, CRP, NJSLS9, Technology, Interdisciplinary)

Interpretive Mode of Communication

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words,

bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode of Communication

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

LA.K-12.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.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

HE.K-12.P.10 Using technology tools responsibly

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

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

Suggested Strategies for Modification

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

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