Mar. Gr. 4 Spanish September - June

Content Area: **Spanish**
Course(s):
Time Period: **March**
Length: **10-12 Weeks**
Status: **Published**

Unit Overview

Spanish in grades 4 and 5 continues learning established with the program in grades K-3.

Enduring Understandings

Spanish is another language that people use to communicate.

Essential Questions

What is Spanish?

How can we speak words in Spanish?

Instructional Strategies & Learning Activities

March:

Introduce and expand vocabulary

Demonststrate oral proficiency with correct pronunciation

Demonstrate correct use of adjectives and noun agreement

Acitivities: Oral and written work, Repetition, vocabulary practice with body parts, Chorale acitivities to develop expression, worksheets, songs.

April:

Introduce Springtime booklet

Introduce reading with cognates

Read simple sentences with the use of cognates

Follow simple directions

Introduce Easter, Passover vocabulary

Develop cultural awareness

Activities: Oral class work booklet readings, songs and music, various games as appropriate, cognate recognition practice

May:

Introduce and expand vocabulary

Demonstrate oral proficiency with correct pronunciation

Demonstrate correct use of adjectives and noun agreement

Correctly use learned skills in skits

Activities: Students will create and present short skits in Spanish, review and practice oral vocabulary and sentence structure to aid in creation of skits, record presentations, songs and music various games as appropriate.

June:

Practice and review acquired knowledge

Activities: Oral and written work, songs and music, bingo-numbers, colors and vocabulary words, concentration/match game, Play team relays.

Integration of Career Readiness, Life Literacies and Key Skills

9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Technology and Design Integration

Smartboard

EC	Ethics & Culture
	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Interdisciplinary Connections

There is a direct correlation to English/ Language Arts when learning Spanish.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be monitored for the need for additional challenges, or support during the program lessons.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

504 and IEP accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher made assessments

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher Observation

Discussion

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Teacher Observation

Discussion

Worksheets

Instructional Materials

All lessons:

Music CD's and videos

Manipulatives and flashcards

Vocabulary words posted in classrooms

Teacher created materials and worksheets

Standards

	Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.
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.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
	Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.
	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
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.
	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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.