# Dec. Gr. 5 Spanish September-June

Content Area: **Spanish**
Course(s):
Time Period: **December**
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

December: Positive commands, expression of feelings, Holidays:

Oral practice to review previously learned material

Identify commands (walk, run, show, jump, touch, bring)

Respond to commands and follow directions

Identify new vocabulary (fine, very well, bad, very bad, so-so)

Ask about feelings (How are you?)

Repond to inquiries about feelings (I am ...fine, very well, hot, tired, cold, hungry, sleepy, thirsty, bad, very bad.)

Introduce and discuss Christmas

Increase speaking ability with correct pronounciations.

Activities: Intense oral work with group presentations, repetition, Chorale activities to develop expression, general questions, holiday greeting cards, songs and music, various games as appropriate

January: Days of week, numbers

Develop and appreciation of cultural similarities and differences. Introduce vocabulary.

Introduce use of vocabulary in simple sentences

Ask about days of the week (How many days are there? There are seven days in the week. Wha day is today? Today is _____.)

Introduce numbers 25-50

Identify numbers 25-50

Count 0-50,

Ask about numbers (What number is it? How many are there? There are _____.)

Activities: Oral work with class participation and partner presentations. Repetition, Chorale activities to develop expression. Written number activities, games and manipulatives, Quiz on Numbers.

February: Parts of the body:

Introduce/ expand vocabulary

Demonstrate oral proficiency with correct pronounciation

Demonstrate correct use of adjectives and noun agreement

Activities: Oral and written work, repetition, vocabulary practice with body parts, chorale activities to develop expression, worksheets

## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.4.5.CI | Creativity and Innovation |
| 9.2.5.CAP | Career Awareness and Planning |

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| | 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.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. |
| 9.4.5.CI.3 | Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| 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.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |
| 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). |
| | Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. |
| 9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |

## Technology and Design Integration

Smartboard

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| 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

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| 7.1.NM.IPRET | Interpretive Mode of Communication |
| | 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. |
| | Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. |
| 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.IPERS | Interpersonal Mode of Communication |
| | 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, |

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| | formulaic sentences practiced in class. |
| 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 | Presentational Mode of Communication |
| | Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language. |
| 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. |