

07_Subject Pronouns

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **10-15 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

Spanish 6

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, conversation, culture, weather, the numbers, dates, time, activities, descriptions and school. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world through an introduction of the language and cultures.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.R4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.K-12.NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.K-12.NJSLSA.SL6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LA.K-12.NJSLSA.L1

Demonstrate command of the conventions of standard English grammar and usage when

	writing or speaking.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- grammar plays an important supporting role in proper communication.

Essential Questions:

- What are the subject pronouns in Spanish?
- Why is it important to know the subject pronouns in order to have proper communication using Spanish?

CONTENT AREA STANDARDS

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- there are singular and plural subject pronouns in Spanish.
- gender relates to subject pronouns.
- there are three forms of "you" in Spanish, which signify the cultural importance of respect.

Procedural Knowledge

Students will be able to:

- recite all 9 subject pronouns.
- differentiate as to which form of “you” to use when speaking to different people.
- apply the correct subject pronoun to replace proper nouns and nouns.

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

Benchmark Assessments

Formative Assessments

1. Teacher observations (Communicators, Judy classroom clock set)
2. Open- ended questions (ex. “Why do you think there are three forms of “you” in Spanish and what does it reflect about the Spanish culture?”)
3. Games (including TPR)
4. Classroom discussion
5. Student self assessment (kinesthetic drills, games, homework , pre-test)

Summative Assessments

Tests and quizzes (listening and written)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Textbook- ¿Cómo te va? Level A Chapter 1 pages 26 and 35
- Workbook - ¿Cómo te va? Level A
- CD Activities - ¿Cómo te va? Level A
- Teacher created worksheets
- Keys to Literacy – two column notes
- Standard Deviant Video – Subject Pronouns
- Communicators
- SmartBoard
- Flashcards

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.