

# 07\_La Granja

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This is an introductory Spanish 3 elementary course. The units include colors, days of the week, the months of the year, dates, numbers, expressing likes and dislikes, the parts of the body, farm animals, culture, and descriptions. Students will learn different Spanish vocabulary words. They will learn to answer questions in Spanish and write simple sentences.

This course develops the essential pieces of learning a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational.

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

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, 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.

TECH.K-12.P.4

Demonstrate creativity and innovation.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- the use of farm animal vocabulary is universal.

- nouns in Spanish can be singular/plural; masculine/feminine.
- adjectives in Spanish must agree with the nouns they are describing.
- the verb tener is used to express has and doesn't have.
- ser can be used to write sentences that describe farm animals.
- gustar can be used to give an opinion regarding farm animals.

#### Essential Questions:

- Can I identify farm animal vocabulary when spoken?
- Can I identify farm animal vocabulary in written text?
- Can I use tiene/no tiene to express what body parts a farm animal has and doesn't have?
- What does it mean to be a singular/plural noun; masculine/feminine noun?
- How do I change adjectives in Spanish to agree with nouns?
- Can I use es and son to describe a farm animal?
- Can I give my opinion of a farm animal?

### **CONTENT AREA STANDARDS**

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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.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.
WL.NM.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.
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.4	Copy/write words, phrases, or simple guided texts on familiar topics.

### **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

#### **Declarative Knowledge**

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Students will understand that:

- nouns in Spanish are singular/plural; masculine/feminine.
- adjectives in Spanish must agree with the nouns they are describing in number and gender.

- tiene is used to express has and no tiene is used to express doesn't have.
- es and son can be used to write descriptive sentences about farm animals.
- me gusta(n)/no me gusta(n) can be used to give an opinion regarding farm animals.

## **Procedural Knowledge**

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Students will be able to:

- copy/write farm animal vocabulary in Spanish.
- request and provide information by asking and answering simple, practiced question using farm animal vocabulary.
- 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 using farm animal vocabulary.
- identify farm animals based on simple oral and written descriptions.
- identify from animals contained in culturally authentic materials and other resources related to targeted themes.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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

## **Benchmark Assessments**

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### **Formative Assessments**

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student vocabulary checklist

exit ticket

### **Summative Assessments**

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Matching game

Teacher observational checklist

Animal Project

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[matching game](#)

[flashcards](#)

farm animal-[writing activity](#)

[worksheet](#)

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts-Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.