

06_La Comida

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **20-25 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is a Spanish 4 elementary course. The units include a review of Spanish 3 elementary, school supplies, sports, weather and clothing, telling time, food and the culture of Spain.

Students will learn different Spanish vocabulary words. They will continue to answer questions in Spanish and write simple sentences that give opinions and descriptions. 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.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- the use of food vocabulary is universal.
- it is important to express their likes and dislikes of foods using gustar.

Essential Questions:

- How can I express my opinion of various foods in 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.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.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

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

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.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
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.
TECH.K-12.P.4	Demonstrate creativity and innovation.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- expressing opinions about foods is important.
- the use of food vocabulary is universal.

Procedural Knowledge

Students will be able to:

- copy and write food vocabulary words.
- ask and answer simple practiced questions using memorized food vocabulary.

- express one's own and react to other's basic preferences and feelings using food vocabulary.
- identify food vocabulary words in culturally authentic materials and other resources.
- present basic personal information and interests using memorized food vocabulary words.

EVIDENCE OF LEARNING

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

Alternate Assessments

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

Benchmark Assessments

EduLastic Assessments

Formative Assessments

Exit Ticket

Student Vocabulary Checklist

Summative Assessments

Teacher Observational Checklist

Like/Dislike Food Project

RESOURCES (Instructional, Supplemental, Intervention Materials)

[El Corte Ingles-Supermercado](#)

[Word Reference](#)

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

Kahoot

Blooket

INTERDISCIPLINARY CONNECTIONS

English/Language Arts-Language Acquisition

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.