

01_Review Spanish 3

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

- world languages, like Spanish, will help them communicate in the world.

Essential Questions:

- How can I use what I already know to communicate in Spanish?
- How can recalling vocabulary and grammar help me communicate better?

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.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.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.K-12.NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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:

- Spanish will help them communicate with more people in the world.
- recalling vocabulary and grammar will facilitate their conversations.

Procedural Knowledge

Students will be able to:

- copy and write words on very familiar topics such as colors, calendar vocabulary,

numbers, fruits and farm animals.

- ask and answer simple, practiced questions using memorized words and phrases.
- respond with actions or gestures to oral and written directions and commands that relate to practiced topics.
- Express one's own and react to other's basic preference by giving opinions using memorized words such as fruits and farm animals.
- identify familiar objects such as fruit and farm animals based on simple oral and written descriptions.
- identify familiar spoken and written words such as colors, numbers, fruits and farm animals in culturally authentic materials and other resources.
- present basic personal information and interests by expressing their opinions regarding colors, fruits and farm animals.

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

vocabulary checklist

Summative Assessments

matching activity

oral comprehension activity

speaking activity

RESOURCES (Instructional, Supplemental, Intervention Materials)

kahoot

Epic

whiteboards

worksheets

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts-Language Acquisition

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

