

04_ El tiempo y La Ropa

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 clothing vocabulary is universal.
- the use of weather vocabulary is universal.
- there are different types of clothing for specific situations.

Essential Questions:

- How can I use weather vocabulary to identify the current weather?
- How can I use weather vocabulary to identify weather in different regions around the world?
- What types of clothing can I wear for different weather conditions?

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.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic

sentences.

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.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
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.

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:

- adjectives can be used to describe clothing in Spanish.
- adjectives must agree in number and gender with the nouns they are describing.
- weather vocabulary can be used to describe weather in their region and regions throughout the world.

Procedural Knowledge

Students will be able to:

- copy and write words, phrases, or simple guided texts on weather and clothing vocabulary.
- share basic needs related to clothing vocabulary using words, phrases, and short, memorized formulaic sentences practiced in class.
- ask and answer simple, practiced questions using memorized words and phrases related to weather and clothing vocabulary.
- identify clothing based on simple oral and written descriptions.
- identify familiar weather and clothing vocabulary contained in culturally authentic materials and other resources.
- demonstrate comprehension of brief oral and written messages found in short, culturally authentic materials on global issues, including climate change.
- exchange brief messages with others about climate change in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple formulaic sentences.
- name and label tangible cultural products associated with climate change in Spanish speaking regions around the world.

EVIDENCE OF LEARNING

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

Benchmark Assessments

EduLastic Assessments

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations

- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

Formative Assessments

Student Vocabulary Checklist

Exit Ticket

Summative Assessments

Teacher Observational Checklist

Magazine Clothing Project

Listening and Speaking Assessment

RESOURCES (Instructional, Supplemental, Intervention Materials)

[El Corte Ingles](#)

teacher flashcards and worksheets

Written Description/Outfit Matching Game

[Packet-La Ropa](#)

[YouTube](#)

[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.