

Spanish, 5th Grade
(2011-2012)

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Course Description

This course is aligned to follow Holland Hall's 4th Grade Spanish class. Core vocabulary topics involve *Classroom Talk, Numbers, School Time, Free Time, Telling Time, Friends, Pets, My Room, Let's Play* and *Vacationing*. Core grammar concepts experienced include first, second and third-person verb differentiation, feminine/masculine and singular/plural word agreement, and typical Spanish sentence structure.

Learning Objectives and Benchmarks

Students repeat and respond to prompts (TPR, visual aids, and spoken questions) by direct association, without translation.

Students can read short level-appropriate sentences in dialogues and simple annotated stories with essential understanding.

Students understand single words and level-appropriate phrases in spoken Spanish (by teacher, classmates, or on CD's).

Students are able to give responses of three to five words with understandable pronunciation.

Students can write groups of words by sounding out the spelling, and can copy complete sentences.

Students have a passive word bank related to all units of study listed above.

Preparation for Class/Course Materials

The Vale 2 textbook and workbook are the students' books and are purchased by student prior to beginning this course; Libretas (personal dictionaries) are handed out on the first day free-of-charge. Both textbook and workbook are used as support material for *oral interactive* learning activities done by the class as a whole- games, songs, CD-response activities, and more. Use of the Libreta provides students with an organized take-home record of key vocabulary internalized during the course, and also serves as a tool for learning to spell phonetically, and building confidence in written Spanish. An extensive variety of props, other visual aids and audio Vale material are also used heavily.

Methods of Instruction

In the 5th Grade Spanish course we continue to employ the enthusiastic approach to language exposure used to teach in previous grades. Building on what students have learned to recognize and communicate in past years, the class is taught in a very interactive manner- Total Physical Response, partner modeling, props for new vocabulary and acquisition through context clues are in almost constant use. Students discover meanings of new words by making associations with surrounding familiar words and audio-visual stimuli. As the students' passive conversational knowledge bank grows, the grammar concepts therein begin to be drawn out and explained, leaving an outgoing 5th Grader having been exposed to the fundamentals of Spanish grammar format.

Assessment

Evaluations focus on *Speaking* and *Listening Comprehension*. Certain activities forming part of daily classes are used as assessment tools, allowing every student to be evaluated personally by the teacher on each of these skills at least one time per week. Formal vocabulary assessments (which still have an oral focus rather than written) occur periodically depending on dynamics of the group but are not included in a letter grade for the course, and any written activity or homework assigned in either text or workbook is reviewed and processed in class before moving to new material.

Projected Course Schedule

The course has 10 units, *Classroom Talk*, *Numbers*, *School Time*, *Free Time*, *Telling Time*, *Friends*, *Pets*, *My Room*, *Let's Play* and *Vacationing*, and lasts the duration of one quarter of the academic year.