Unit #5 - En la escuela

Content Area: **World Language**
Course(s):   **Spanish 1**
Time Period: **December**
Length: **3 weeks**
Status: **Published**

Unit Overview:

Students will talk about going to school, talk about some school activities, greet people and ask how they feel, tell how you feel, describe where you and others go, describe where you and others are, discuss some differences between schools in the US and schools in Spanish Speaking Countries.

Essential Questions:

- What strategies can I use to communicate more effectively and appropriately?
- How can I better understand what I hear and read when I have just begun learning a new language?
- How do I know that I am getting better in using language in real-world situation?
- How do I start, carry on, and end a conversation more effectively?

Enduring Understandings:

- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Speaking with others about topics previously practiced helps to keep the conversation going.
- Bilingualism is a necessary component of communication in a global economy.
- It's necessary to use appropriate vocabulary, correct language structure, and patterns to communicate effectively in another language.

Standards/Indicators/Student Learning Objectives (SLOs):

- Identify academic and social school activities as found in culturally authentic oral and written texts.
- Compare and contrast the role of education by exploring school life in the home and target cultures.
- Ask and respond to questions about the role of school in the home and target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
- Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials dealing with the role of school in the home and target cultures as found in

electronic information sources and other texts.

WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
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.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
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.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.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.

Lesson Titles:
- School Activity Vocabulary
- AR Verbs
- Numbers over 100
- Irregular Verbs (Ir, Dar, and Estar)
- Oral Question Activity
- Reading "Escuelas del mundo hispano"

Career Readiness, Life Literacies, & Key Skills:
- Global perspectives
- Critical thinking & Creativity

- Information and media literacy
- Communication and collaboration
- Life and career skills

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Inter-Disciplinary Connections:

- ELA: Reading and writing in the target language
- Sociology

LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Equity Considerations

Amistad Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society

- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

N/A

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Franklin Chang-Diaz

Materials Used: Jueves gente

Addresses the Following Component of the Mandate: Asian-Costa Rican Astronaut

- Economic
- Social

Summative Assessment:

- Print, Audio, Visual, and Audiovisual Interpretive Communication Task: Chapter Test
- Spoken Interpersonal Communication Task: Simulated Conversation
- Speaking Interpersonal Communication Task: Cultural Comparison
- Written Interpersonal Communication Task: Email Response
- Presentation Task: Perform Skits with vocabulary learned in the chapter

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

- Buen Viaje Student Listening CDs, Student Listening Activity Workbook
- NJDOE Student Learning Standards for World Language
- Textbook Buen Viaje Spanish (Glencoe), Workbook
- Buen Viaje Testing Program
- Flash Cards
- White Boards
- Chromebooks
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into english on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative Assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- Letsrecap.com (Video recording for speaking practice and assessments)
- Prezi (Projects, Online tutorials)
- Screencastify (Oral projects)
- Wordreference.com (Online Dictionary)
- Zzi.sh (Student Progress Monitoring)
- Language Lab
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Identify the forms of AR Verbs and edit sentences using the verbs Remembering, Understanding, Applying
- Identify irregular verbs ir, dar, and estar Remembering, Understanding, Applying
- Identify school activities in Spanish Remembering, Understanding, Applying
- Choose the grammatical structure and vocabulary word to complete the sentences Applying
- Oral Speaking Questions list Creating
- Breakdown a written passage in Spanish and interpret the message Analyzing
- Compare and contrast schools in the US and schools in Spanish Speaking Countries Evaluating

Formative Assessment:

Warm Up

- Lunes lenguaje - Spanish writing prompt on the current topic in class
- Martes musical - Spanish Song on the current topic in class
- Miércoles de escuchar - Listening Activity on the current Class topic
- Jueves noticias - Current News article on the Chapter topic
- Viernes Video - Cultural Video on Chapter Topic

Anticipatory Set

- Songs
- Videos
- Writing Prompts
- Listening
- News
- One Semester of Spanish Love Song (Youtube.com)
- Authentic conversations (Utexas Spanish Proficiency Website)
- Fishbowl activity (Choose a question at random to answer
- Closure
- Koosh Activity
- Exit Ticket
- KWL
- Whiteboard review games
- Speaking Practice
- Kahoot
- Quizlet Live
- Quizalize
- Silent Ball
- Quizizz
- Gimkit

<u>**Other Formative Assessments**</u>

- Classwork
- Homework
- TOOC
- KWL on topic
- Vocabulary Quizzes
- Grammar Quizzes
- Google Classroom Questions
- Identify the vocabulary words in Spanish
- Answer the following questions in Spanish in complete sentences
- Correct the sentences in Spanish.
- Create 5 sentences in Spanish about a given topic
- Create 5 sentences about a picture prompt in Spanish
- Google Question - Guess Who Game

Closure

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student

- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- Conjuguemos.com (Vocabulary and Grammar Practice) - https://conjuguemos.com/vocabulary/15563, https://conjuguemos.com/vocabulary/15564
- Edpuzzle (Using videos as assessments) - https://edpuzzle.com/media/56b2a6eefe5ccd8111149a02
- Glencoe.com (Textbook activities) - http://glencoe.mheducation.com/sites/0078465702/
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)- https://play.kahoot.it/#/k/767cb7c4-9660-4241-af24-c5c26eef8d67, https://play.kahoot.it/#/k/1bbef931-2b9b-437c-9590-6f67fb869aff
- Quia.com (Vocabulary/Grammar Games) - https://www.quia.com/hm/335696.html

- Quizalize (Vocabulary/Grammar Games) - https://www.quizalize.com/quiz/marketplace/6ffde4e3-b274-488d-a766-390f2512fecc
- Quizizz (Vocabulary/Grammar Games) - https://quizizz.com/admin/quiz/582f0c7939225944669c19a4/estar-dar-ir
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live) - https://quizlet.com/175402914/buen-viaje-capitulo-4-flash-cards/, https://quizlet.com/60063609/dar-ir-estar-flash-cards/
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities) - https://www.laits.utexas.edu/spe/beg15.html
- Youtube.com (Cultural videos, tutorial videos) - https://www.youtube.com/watch?v=m6EToUvo2D8

Computer Science and Design Thinking Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.