Unit 1: Etapa Preliminar

Content Area: **World Language**
Course(s):
Time Period: **Marking Period 1**
Length: **45 Days**
Status: **Published**

Unit Overview

In this unit, students learn how to greet people, introduce themselves, explain where they are from, and state what day it is. In addition to learning the Spanish terms for these items, Hispanic cultures will also be explored.

Interpretive Listening:

- I can listen to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event) to identify the time, location, and purpose of the event.
- I can select events appropriate for me and my classmates based on our interests, availability, and purpose by listening to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event).

Interpretive Reading:

- I can read an advertisement about a community function (e.g. concert, film festival, art show, auction, parade, community service event) to identify the time, location, and purpose of the event.
- I can select events appropriate for me and my classmates based on our interests, availability, and purpose by reading a short text advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event).

Interpersonal:

I can use digital tools and face-to-face communication to:

- a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).
- b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event).

I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really?, that's nice).

I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say…?).

Presentational:

- I can use simple sentences to create a multimedia-rich presentation using written and oral text that includes information related to community events and community service opportunities (e.g. time, location, and purpose of the event).

Students will be able to:

- Identify and pronounce letters of the alphabet, including letter combinations
- Identify, define, and pronounce greetings and leave taking expressions
- Express where I come from
- Identify Spanish speaking countries of the world
- Recognize simple cognates

Standards

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Materials

Core Materials:

- Google Slides
- Nearpod Activities
- Teacher-created materials

Supplemental Materials:

- PowerPoint presentations
- Google Earth/Google Maps
- Discovery Education Videos
- YouTube Educational Videos
- Quizizz/Blooket/Quizlet/Gimkit
- NewsELA
- BrainPop resources

Technology

9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Quizzes
- Exit Tickets

Summative Assessment

- Benchmark Assessments
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In class/pull out support with special ed teacher or assistant
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In class/pull out support with special ed teacher or assistant
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

ELL

- Translation device/dictionary
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

At-risk of Failure

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

Gifted & Talented

- Independent projects
- Online games
- Extension activities

Interdisciplinary Connections

LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).