

SP 1: Unit 2 - En la clase (Weeks 6-10)

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 2: En la Clase

Unit Rationale:

This unit is designed to equip students with the essential language skills needed to communicate effectively about their school environment, fostering confidence and a practical understanding of Spanish.

Students will do this by focusing on the following skills:

- **Vocabulary for school life and subjects:** Learn names of academic courses, school locations, and classroom objects.
- **Present tense -ar verbs:** Practice conjugating and using regular -ar verbs to describe daily routines.
- **Forming questions in Spanish:** Develop skills to ask and answer questions about school-related topics.
- **Present tense of *estar*:** Use *estar* to describe locations and temporary states.
- **Numbers 31 and higher:** Master counting and using numbers for discussing dates, time, and quantities.
- **Cultural insight: Panorama España:** Explore school life in Spain, comparing it to students' own experiences.

Essential Questions

- **How do we use Spanish to describe our school environment, including people, places, and objects?**
- **How can understanding and using present tense -ar verbs help us communicate about daily routines in a school setting?**
- **What is the role of *estar* in describing locations and temporary states, and how does it differ from other verbs like *ser*?**
- **What can we learn about education in Spain, and how does it compare to our own school experiences?**

Pre-Assessments

Before beginning *Lección 2: En la Clase*, students will complete a pre-assessment to gauge their familiarity with the vocabulary and grammar concepts covered in this unit, as well as their ability to apply skills learned in the previous unit. This assessment will check their knowledge of school-related vocabulary, basic present tense -ar verbs, and the use of *estar* to describe locations, as well as their ability to form simple questions. Additionally, students will be asked to share what they know about school life in Spanish-speaking countries, like Spain, to assess their cultural awareness. The pre-assessment will provide a baseline understanding of their readiness for the new material and help guide instruction throughout the unit.

Instructional Plan

Learning Activities/Unit of Study:

Teacher-led cognate guessing and translating of simple past tense of regular and irregular verbs

Creating conversation through Q & A related to weather and travel, especially focusing on a few famous German sites

Daily student participation in Spanish

Pictionary game w/ chapter vocab

Reiterating past grammar with notes on the board to be copied

Teacher-led exercises in the textbook

Going over CW together for reiteration and comprehension

Review of exercises in the workbook

Blooket game as review

Resources and Mentor Texts:

Teacher-generated vocab list

Senderos 1 Textbook

Senderos 1 Workbook

YouTube Videos about Schools in Hispanic Countries

Skill Set 2:

Students will be skilled at:

- predicting content through various reading formats.
- brainstorming ideas for writing tasks.
- listening for and identifying cognates in spoken Spanish.
- present tense of **-ar** verbs
- forming questions in Spanish
- present tense of **estar**
- numbers 31 and higher

Skill Set 1:

Students will know...

- how to meet a new student in school and find out basic information about them.
- how to ask and answer simple questions about academic life.
- how to talk about their daily activities and their activity preferences.
- how to explain where objects and people are located.
- how to solve math problems and say the years of important events in Spanish.
- about high-school studies in Mexico, Escuela21, and its leader Alfredo Hernando Calvo, as well as the Universidad Nacional Autónoma de México (UNAM).
- about Spain's geography and culture.
- and develop skills in reading (predicting content through formats), writing (brainstorming), and

listening (listening for cognates).

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and

there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

In our high school Spanish classrooms, we will integrate Diversity, Equity, and Inclusion (DEI), Climate Change, and Informational and Media Literacy to create a well-rounded and culturally responsive learning environment. Through a focus on DEI, students will explore the diverse cultures and perspectives of Spanish-speaking countries, fostering an appreciation for the richness of these communities and their varied experiences. We will address issues of equity and social justice, encouraging students to reflect on similarities and differences in social structures between their own communities and those of Spanish-speaking countries.

The topic of Climate Change will be incorporated into the curriculum through discussions of environmental issues that impact Spanish-speaking regions. Students will explore how these communities are affected by and respond to climate challenges, allowing them to engage in global citizenship and environmental awareness.

Informational and Media Literacy will be emphasized through activities that encourage students to critically analyze Spanish-language media, identify biases, and compare different sources. This approach will help students develop skills to interpret information accurately and thoughtfully, enabling them to become informed and engaged citizens in both their local and global communities.

New Jersey Student Learning Standards: Content Area

WL.K-12.2	Cultures
WL.K-12.3	Connections
WL.K-12.4	Comparisons
WL.K-12.5	Communities

Develop insight into the nature of language and culture in order to interact with cultural competence.

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Integration of Career Readiness. Life Literacies and Key Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of

problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.

Integration of Computer Science and Design ThinkingNew Section

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.CS1	Understand and use technology systems.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12.A.CS3	The relationships among technologies and the connections between technology and other fields of study.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.R	Reading
ELA.W	Writing
ELA.W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SCI.9-12.5.1.12.C.1	Reflect on and revise understandings as new evidence emerges.
SCI.9-12.5.1.12.C.2	Use data representations and new models to revise predictions and explanations.
SCI.9-12.5.1.12.C.3	Consider alternative theories to interpret and evaluate evidence-based arguments.
SCI.9-12.5.1.12.C.a	Refinement of understandings, explanations, and models occurs as new evidence is incorporated.
SCI.9-12.5.1.12.D.1	Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.2	Spatial Thinking
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

21st Century Life and Career

CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

SEL Competencies

SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.2	Self-Management
SEL.PK-12.3	Social Awareness
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.5	Relationship Skills