

# DELETE Unit 1: Introduction to Spanish

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **1 week**  
Status: **Published**

## UNIT RATIONALE

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Students will become more familiar with Spanish-speaking countries and language. In the process, they learn to identify and describe the similarities and differences between various Spanish-speaking communities. Lastly, they examine "bilingualism" and rationalize the benefits associated with speaking more than one language.

## ESSENTIAL QUESTIONS

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Why do we learn how to communicate in Spanish?

Why is it important to be globally aware of the Spanish-speaking world?

Where do you think this skill would be most useful?

Where in the world is Spanish spoken?

Why is it critical that non-native speakers study the phonetic system when learning a foreign language?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

### NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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|              |   |
|--------------|---|
| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| WRK.K-12.P.4 | Demonstrate creativity and innovation.                                |

### NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN

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## THINKING

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CS.6-8.2-DA-08

Collect data using computational tools and transform the data to make it more useful and reliable.

## PRE-ASSESSMENTS

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Students will be asked how many Spanish speaking countries there are, attempt to locate all 21 countries on a World map, and match/discuss the flags for each country.

## INSTRUCTIONAL PLAN

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Learning Activities/Unit of Study:

- Students will be introduced to the teacher, classroom, and topics that will be learned. Teacher will discuss expectations and framework for the class.
- Students will be challenged to correct/complete their World maps to locate the Spanish speaking countries, along with several other helpful landmarks for proximity and size comparisons (ex: USA, Europe, Asia, etc.).
- Daily student participation in Spanish.
- Students will get an understanding of how class functions and assignments are assigned/completed.
- Kahoot and/or Blooket game review.

Resources:

- Blank maps
- Chromebooks/Internet

## MODULE 1

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## MODULE 2

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## MODULE 3

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## **REFLECTIONS**

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Students will have a better understanding of geographical locations of Spanish speaking countries and their relation to other places (ex: New Jersey/USA).

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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| ELA.L.SS.6.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.KL.6.2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.      |
| ELA.R        | Reading   |
| ELA.W        | Writing   |
| SOC.5-8.1.2  | Spatial Thinking  |
| SOC.5-8.1.3  | Critical Thinking   |