

Spanish

Content Area: **World Language**
Course(s): **World Language, World Language Experience**
Time Period: **Generic Time Period**
Length: **60 Days**
Status: **Published**

Unit Overview

The goal of this unit is to introduce students to the Spanish language, establish a foundation of vocabulary, and develop an understanding of the Spanish culture. In this Spanish unit, students will practice and enhance their comprehension, written and oral communication skills, and cultural understanding through the use of teacher lessons, games, and songs. All students will be able to use Spanish in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of the Spanish culture. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Transfer

Students will be able to...

1. recognize familiar spoken or written words and phrases
2. demonstrate comprehension of simple, oral and written directions, commands, and requests through physical response
3. recognize a few common gestures and cultural practices associated with the Spanish culture
4. identify familiar people, places, and objects based on simple oral/written directions
5. imitate, recite, and or/dramatize simple poetry, rhymes, songs, and skits
6. copy/write words, phrases, or simple guided texts on familiar topics
7. give and follow simple oral directions, requests, and commands when participating in classroom activities
8. imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions
9. ask and respond to simple questions, make requests, and express preferences using memorized words and phrases

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- there are multiple versions of "you" in Spanish (formal and informal), as well as with whom to use each.
- certain greetings, phrases, or questions imply respect and when to use each.
- Spanish words' pronunciation are dependant upon their spelling and that there are rules for letter combinations (j=h, h= silent, all vowels are pronounced the same, etc.).
- nouns in Spanish are either masculine or feminine and must be given an article accordingly

Essential Questions

Students will be able to recognize and respond to the following questions...

- ¿Como te llamas? (What is your name?)
- ¿Como estas? (How are you/How is it going?)
- ¿Cual es la fecha completa de hoy? (What is today's date?)
- ¿Cuantos años tienes tu? (How old are you?)
- ¿Cuando es tu cumpleaños? (When is your birthday?)
- Mucho Gusto (Nice to meet you)
- Bienvenidos a la clase de español. (Welcome to class)
- ¿Cual es tu color favorita? (What is your favorite color?)
- ¿Cual es tu mes favorito?
- ¿Cual es tu numero de telefono? (What is your telephone number?)

Application of Knowledge and Skill

Students will know...

Students will...

- understand how to use a translating dictionary
- recognize the difference between spelling and pronunciation.
- know basic Spanish greetings/courtesy phrases
- count up to 31 in Spanish
- know Spanish days of the week and months of the year, as well as form dates in the target language
- describe preferences in Spanish such as favorite color and month.

Students will be skilled at...

Students will be skilled at...

- using translators (Google Translate/dictionaries)
- using the correct greeting/phrase to indicate respect (tu vs Usted)
- identifying cultural differences between America and Spain/Spanish Speaking Countries

Academic Vocabulary

cognate

false cognate

pronunciation

spelling

el alfabeto- including each letter of the Spanish alphabet

Greetings:

Hola

Buenos dias

Buenas tardes

¿Como esta?

¿Como estas?

Estoy bien, gracias.

¿Como se llama usted?

¿Como te llamas?

Me llamo.....

Mucho Gusto

Buenas noches

Adios

Hasta luego

Hasta mañana

Gracias

De nada

Muchas gracias

Perdon

Numbers 0-31

Days of the Week (los días de semana)

dia

semana

lunes

martes

miercoles

jueves

viernes

sabado

domingo

Months of the Year (los meses del año)

mes

año

primavera

verano

otoño

invierno

enero

febrero

marzo

abril

mayo

junio

julio

agosto

septiembre

octubre

noviembre

diciembre

Colors (los colores)

claro

oscuro

amarillo

anaranjado

azul

rojo

rosado

morado

verde

dorado

negro

blanco

marron/cafe

gris

Learning Goal 1

-Students will understand the difference between formal and informal.

-Students will demonstrate understanding of Spanish greetings and courtesy phrases, both written and orally.

- Students will be able to write and perform a dialogue in the target language (Spanish) using their learned vocabulary.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
TECH.8.1.5	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.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Target 1 (Week 1 and 2)

Students will learn and demonstrate their understanding of the difference between formal and informal greetings.

Students will define what a cognate is and be able to identify Spanish cognates.

Students will demonstrate understanding of the Spanish alphabet and pronunciation of letters.

Target 2 (Week 3 and 4)

Students will recognize/reproduce (both written and orally) Spanish greetings and courtesy phrases

Students can spell Spanish greetings/courtesy phrases using their Spanish alphabet

Students will be able to roleplay as a Spanish student on their first day of school, responding to/asking learned question (teacher lead)

Target 3 (Week 5 and 6)

Students can develop a dialogue/skit in the target language (Spanish) using their learned vocabulary.

Students can perform their dialogue in front of the class in the form a fake movie scene/skit.

Learning Goal 2

Students can write, say and understand the complete date in the Target Language (Spanish)

Students can use their vocabulary to exchange information about themselves (their age, birthday and telephone number) in the target language (Spanish)

Students can describe preferences in the target language (Spanish)

Students can describe the color of objects and identify objects when questioned by the teacher.

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.

Target 1 (Week 7 and 8)

Students can comprehend, write and say their Spanish numbers 1-31

Students can comprehend, write and say their Spanish days of the week with the help of a song

Students can comprehend, write and say their Spanish Months of the Year

Target 2 (Week 9 and 10)

Students can comprehend, write and say their Spanish colors

Students can identify/state the color of objects in Spanish

Students can state their favorite color in Spanish

Summative Assessment

PreTest

Unit Post Tests

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.5	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.

Formative Assessment and Performance Opportunities

Spanish Movie Script Project

- Students write, edit, and perform a dialogue from a fake movie in which two strangers are meeting for the

first time

-Students must use a minimum of 8 lines of dialogue in their scenes

-Students must use AT LEAST 6 greetings/courtesy phrases from our vocabulary sheet

Cool Country Report

-Students will research information about a Spanish speaking country, including but not limited to: currency, political leader, flag, capital, major exports/imports

Accommodations/Modifications

- IEP/504 Modifications
- Small Group Instruction
- Provide illustrations of words and phrases
- Academic Songs/Games
- Additional time for review and Practice

Unit Resources

Internet

Google Classroom and Google Docs

Teacher Handouts

Kahoot!

Quizlet

Translating dictionaries

Rockin' Amigos (CD)

- Google Classroom

- Google Docs
- Internet
- Microsoft Office
- Teacher Handouts

Interdisciplinary Connections

LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.