Unit 1: Regresamos a la escuela

Content Area: **World Language**
Course(s):
Time Period: **MP1**
Length: **10**
Status: **Published**

NJSLS World Language

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.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
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.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.
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.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Rationale & Transfer Goals

In the first unit of the year, children become acquainted with their teacher, classmates, and classroom. They begin the year by developing interpretive skills by listening and responding physically to the teacher's

direction, commands and instructions. Students will learn to convey appropriate greetings and farewells and basic expressions of emotion and physical wellbeing in Spanish. Students will be able to communicate using memorized words and phrases to explore school life and identify everyday school objects at the novice level. Within the context, students will learn about schools and schedules in Hispanic countries and compare it to schools in the United States.

Enduring Understandings

- Students will understand that listening for familiar words like cognates will give them clues to help them figure out what the speaker is saying.
- Students will understand that learning a different language/culture leads to greater understanding of one's own culture.
- Students will understand that language learning involves taking risks and learning from one's mistakes.
- Students will understand that schooling varies within a culture, as well as between cultures.
- Students will understand how they prepare for school and their activities reflect their culture and might be similar and/or different from those of a student in a Spanish speaking country.
- Students will understand that listening and observing are important when learning a language.
- Students will learn that nouns and articles in Spanish are gender and number specific.

Essential Questions

- What is communication?
- What do you need to be able to do in another language to communicate?
- How can I better understand when I do not know everything I read and hear?
- How do you greet someone in Spanish?
- How do names differ in Spanish from names in English?
- How are introductions made in Spanish?
- What are proper gestures to use when meeting someone new?
- When do you speak formally and informally?
- How would you say hello and goodbye in Spanish?
- How would you ask someone their name in Spanish?
- How would you tell someone their name in Spanish?
- How do I ask how someone is feeling in Spanish?
- How is my classroom the same and/or different from a classroom in a Hispanic country?

- How do I describe things in my classroom?
- How can I describe my school?

- How do I identify the everyday objects I use at school?
- How do I provide a detailed description of objects I need to use in the classroom?
- How are school schedules different in the US compared to schools in Hispanic countries?
- Who are the important people in a school?
- How are schools different in the US compared to schools in Hispanic countries?

Content - What will students know?

- Commands and instructions for basic classroom procedures in Spanish
- Greetings and leave-taking expressions in Spanish
- Introduction of self/others in Spanish
- Spanish Names
- Structure questions/responses in Spanish
- Courtesies in Spanish
- Express emotions/feelings
- Cognates
- Numbers 1-100 in Spanish
- Classroom objects in Spanish
- Ways to express likes and dislikes about subjects
- Parts/locations of the school in Spanish
- Names and titles of important people in the school
- School subjects in Spanish
- How to read and follow a school schedule
- How to ask and answer important school related questions
- How to compare and contrast schools and their schedule of children in Latin America to a school schedule in the USA

Skills - What will students be able to do?

- Follow and give commands in Spanish
- Identify cognates
- Sing a hello and goodbye song
- Say hello and goodbye in Spanish
- Request someone else's name and respond to a request for their own name in Spanish
- Differentiate between the use of formal and informal greetings
- Request and express degree of physical well being in Spanish (bien mal, asi-asi) (¿Cómo estás?)
- Use appropriate gestures for greetings and leave taking from the target culture
- Pronounce common Spanish names
- Ask and answer may I use the bathroom? and may I get some water? in Spanish
- Use kind words such as thank you, yes, no, your welcome, sorry etc…
- Identify numbers 1-100
- Identify classroom objects and other school vocabulary orally
- Correctly spell vocabulary related to the classroom and school
- Give and follow directions that will lead them to the different parts of the school
- Identify who are the school personnel and where you would find them in a school
- Identify school subjects in Spanish
- Design an ideal school schedule
- Compare and contrast the schools, subjects, times and school day of a typical Latin American child with their own

- Express likes and dislikes about school subjects
- Count objects by quantity using the question "¿cuántos hay?"
- Use the verb "tener" to express I have…
- Describe what materials they have and use on a daily basis in school
- Correctly quantify nouns in Spanish with accurate usage of gender and number

Activities/Strategies - How do we teach content and skills?

- Use powerpoint presentation to introduce vocabulary
- Songs online/CD's
- TPR activities
- Use pictures of people meeting from Spanish countries
- Demonstrate a typical encounter with someone from a spanish country showing common gestures, different greetings based on time of day, and using formal and informal when addressing people (use puppets with dialogue)
- Discuss common Spanish names
- Flashcards or use powerpoint presentation to introduce the question ¿Cómo estás? and the responses
- Introduce various commands for the year by playing simon says
- Students should practice counting with objects or singing songs
- Use flashcards and label the classroom objects in the room
- Show examples of courtesies words in Spanish
- Flashcards/picture of places/people in a school
- Sample authentic schedules
- Youtube clips/Videos about schools in Latin America
- Authentic pictures of schools in hispanic countries
- Classroom object flashcards
- Games: Adivina, Matamoscas, Bingo, Memory/ concentration, What's missing? (whole group or small group), Pictionary, etc.
- Classroom based activities using technology tools

<u>Interpretive:</u>

- Sing a hello and Goodbye song to start and end class
- Give students a list of cognates and see how many they can translate on their own.
- Use practice worksheets on topics in this unit
- Match pictures with vocabulary words
- Watch clips on youtube about school related topics

<u>Interpersonal:</u>

- Pair Activity: Students take turns miming different feelings and other students interpret his/her feelings using the question ¿Cómo estás?
- Pair Activity: Give students various command words and have them act it out to one another
- In groups, students can describe how many classroom objects are in the room
- In pairs, give students flashcards to practice classroom objects, numbers, and the verb "tener"

- Class discussion: Compare and contrast schools in the US to schools in hispanic countries
- Class discussion about school schedules

Presentational:

- Perform unscripted Role Play Conversations with partners
- Students can draw different faces of their emotions and label how they are feeling in Spanish
- Mochila Project: Give students copies of a bookbag or students can draw it; inside the bookbag students are to draw and identify as many classroom objects are the can
- Students can create a floor plan of the locations in a school in Spanish
- Create a chart/graph as a class of subjects students like or dislike
- Design an ideal school schedule, labeled in Spanish (use a rubric)

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Oral Presentation
- Completed written activities
- Quiz on vocabulary

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational Assessment:

- Perform unscripted Role Play Conversations with partners
- Mochila Project: Give students copies of a bookbag or students can draw it; inside the bookbag students are to draw and identify as many classroom objects are the can
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- Create a chart/graph as a class of subjects students like or dislike
- Design an ideal school schedule, labeled in Spanish (use a rubric)
- Assessments Folder

Key Resources

Magic Box with tangible items

Interactive games

Songs about classroom objects

Teacher made materials (flashcards)

CD's /DVD's

Books about classroom objects

Bilingual Books on colors, numbers, greetings, and feelings

Teacher generated worksheets: colors, numbers, greetings, and feelings

Practice worksheets on greetings

YouTube clips/ videos about schools in Latin America

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Greetings Expression of emotion Numbers Commands	Previous Year Spiraling: Identifying greetings Identifying expressions of emotion Identifying classroom objects Identifying numbers Identifying commands	Continual practice of the content/skill until students have mastered the vocabulary.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Interdisciplinary Connections

RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.