Sept. Gr. 1 Cultural Exploration Sept., Oct. Nov.

Content Area: **Spanish**
Course(s):
Time Period: **September**
Length: **10-12 Weeks**
Status: **Published**

Unit Overview

Introduction to Spanish. The Spanish Program is an interactive Spanish program that incorporates basic vocabulary and cultural aspects of the language through the use of videos, music, activities and games.

Enduring Understandings

Spanish is another language that people use to communicate.

Essential Questions

What is Spanish?

How can we speak words in Spanish?

Instructional Strategies & Learning Activities

Male teacher: maestro, female teacher: maestra.

Hola means hello.

Vocab: maestro, maestra, hola, El Espanol

Greeetings

Sing Buenas dias ti

Vocab: Buenas dias, Como estas, Muybien, gracias and Adios.

Respond to "Como te llamas?" and "Como se llama?"

Sing Buenas Tardes a ti.

Ole, Como te llamas?, Me llamo es_____. Buenas tardes.

Notice that Buenas and Buenos, both meaning good have different endings.

Respond to questions "Quienes?"

Vocab: Quien es? Si, No. (Who is it, yes and no.)

Match pictures to maestro and maestra. Respond to command Toca_____,

Vocabulary: Amigo, amiga, el escritorio, Calendario, Toca _____. Male friend, female friend, desk, calendar, touch _____,

Learn vocabulary for El salon de clase. Count from 1 to 5. Explore usage of tu and usted.

Vocab: La pizarra, la tiza, numbers 1-5 and Hasta luego. (chalkboard, chalk, goodbye.)

Numbers 1-10

Song: unos dos tres ninitos.

Vocab: Que numer es? numbers 6-10.

Match Spanish words for numbers 1-10.

Sing unos dos tres ninitos.

Review tu for children and usted for adults.

Vocab: Vamos a contra. (Let's count.) Cuantos son? (How many are there?)

Associate new vocabulary with appropriate objects.

Understand commands Anda and Salta.

Declining value of numbers 10-1.

Vocab: Que es estos? (What is it?) La bandera (flag) El libro (book) El lapiz (pencil) El reloj (clock) anda (walk) Salta (jump.)

Show ability to count 10 objects.

Reponding to commands.

Greetings for different times of day.

Sing "Uno, dos tres ninitos".

Vocab: Corre, (run) la mesa (table) el papel (paper.)

New objects

Vocab: El mapa (map) el globo (globe).

Sing "Buenas noches a ti"

Feelings vocabulary

New classroom objects

Vocab: Muy bien (very good), asi asi (so-so) Muy mal (very bad) la regal (ruler), la silla (chair)

Integration of Career Exploration, Life Literacies, Key Skills

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	Digital tools and media resources provide access to vast stores of information that can be searched.
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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Technology and Design Integration

Students actively participate in the lesson through activities with the Smartboard interactive.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
8.2.2.ITH.3	Identify how technology impacts or improves life.
EC	Ethics & Culture
	The availability of technology for essential tasks varies in different parts of the world.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher made benchmark assessments to assess growth over time.

Interdisciplinary Connections

There is a direct correlation to English/ Language Arts when learning Spanish.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.

- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be monitored for the need for additional challenges, or support during the program lessons.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

504 and IEP accommodations will be utilized.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher Observation

Discussion

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Teacher Observation

Discussion

Worksheets

Instructional Materials

All lessons:

Music CD's and videos

Manipulatives and flashcards

Vocabulary words posted in classrooms

Standards

WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
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	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
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.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.