

# March Gr. 1 Cultural Exploration March April May June

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

## **Unit Overview**

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Introduction to Spanish. The primary 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**

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Spanish is another language that people use to communicate.

## **Essential Questions**

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What is Spanish?

How can we speak words in Spanish?

## **Instructional Strategies & Learning Activities**

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Recognize that each country has a different flag.

Review prior learning

Recall greetings for different times of day

Create color flowers.

Sing Buenas dias a ti.

Spanish words for some body parts.

Recall Spanish calendar starts with Monday.

Vocab: La cabeza, La cara, Los ojos and La nariz (face parts.)

Learn new words for body parts.

Vocab. La boca, Las orejas, el pelo los brazos. (mouth ears hair arms)

More new words for body parts.

Las manos, los dedos, las piernas and los pies (hands, fingers, legs and feet.)

Recognize new words that name animals

Review different sounds animals make in Spanish.

Vocab: El gato, El perro, La gallina and El conejo.

Sing, Manos, dedos, piernas, pies.

More new words for animals and sounds.

Vocab: La vaca, el cerdo, el caballo , el gallo.

Sing Unos dos tres burritos.

Review little dogs peritos and little cats gatitos.

Review animal sounds in Spanish.

Articles of clothing

Animal sounds review

Vocab: Las camisa, Los pantalones, Las botas, Quien Tiene?, and Yo tengo.

Recognize expression for physical feelings

Flash card activity

Review prior learning

Expressions related to age

Compare ways to celebrate birthdays between countries.

Vocab: Cuantos anos tienes tu? Tengo \_\_\_\_ anos.

## **Integration of Career Exploration, Life Literacies and Key Skills**

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WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.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).
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.  A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.  Different types of jobs require different knowledge and skills.  Digital tools and media resources provide access to vast stores of information that can be searched.

## **Technology and Design Integration**

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

CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
CS.K-2.EC	Ethics & Culture  The availability of technology for essential tasks varies in different parts of the world.

## **Interdisciplinary Connections**

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

## **Differentiation**

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- 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**

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

**Modifications and Accommodations used in this unit:**

504 and IEP accommodations will be utilized.

**Benchmark Assessments**

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**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.

## **Formative Assessments**

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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**

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**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

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All lessons:

Music CD's and videos

Manipulatives and flashcards

Vocabulary words posted in classrooms

## Standards

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WL.NL.7.1.NL.IPERS	Interpersonal Mode of Communication
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
WL.NL.7.1.NL.IPRET	Interpretive Mode of Communication
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
WL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
WL.NL.7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
WL.NL.7.1.NL.PRSNT	Presentational Mode of Communication
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
WL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
WL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
	Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational

and fictional texts.

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.