# Sept.Gr. 6 Spanish Sept. Oct. Nov

Content Area: **Spanish**
Course(s):
Time Period: **September**
Length: **10-16 Weeks**
Status: **Published**

## Unit Overview

Spanish in grades 6,7 and 8 continues learning established in previous grades and concentrates on conversational and written Spanish.

## Enduring Understandings

Spanish is another language that people use to communicate.

There is a rich cultural heritage among Spanish speaking people.

## Essential Questions

What is Spanish?

How can we speak to others in Spanish?

## Instructional Strategies & Learning Activities

September: Greetings and Introductions, Review of prior knowledge

Express Greetings

Correctly ask and give names

Express leave taking

Express graditude

Correctly ask and give telephone numbers

Activities: Practice greeting someone, role play an introduction of yourself and someone else, practice dialog

with: Asking and telling someone's age, leaving someone, thanking someone, giving telephone numbers., Utilize various activities such as: oral relays, group projects, workbook experiences, teacher created exercises, internet research, games songs.

October: Numbers, greetings, alphabet and sounds, cultural awareness

Correctly count 0-20

Develop oral proficiency

Correctly recite the alphabet

Spell words correctly

Activities: count and identify and write numbers to 20, practice dialog with partners, Recite the alphabet following the teacher, recite the alphabet independently, practice spelling basic vocabulary correctly, Utilize variouis activities: oral relays, group projects, workbook exercises, teacher created exercises, internet research, games and songs.

November: Functional conversation, Vocabulary development, Grammar and syntax. spelling, cultural awareness

Increase vocabulary

Develop oral proficiency

Correctly form simple sentences

Reinforce use of verb ser

Correct use of negation

Ask and answer questions using question words

Activities:  Paired dialogues, vocabulary identification and usage, discuss school schedules and supplies, describe days, dates, weather, time and seasons, workbook exercises, teacher created exercises, internet research, games, songs.

## Integration of Career Readiness, Life Literacies and Key Skills

| | |
|---|---|
| 9.2.8.CAP | Career Awareness and Planning |
| 9.4.8.CI | Creativity and Innovation |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| 9.2.8.CAP.2 | Develop a plan that includes information about career areas of interest. |
| 9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |
| 9.4.8.CT | Critical Thinking and Problem-solving |
| | Multiple solutions often exist to solve a problem. |
| 9.2.8.CAP.12 | Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. |
| | Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. |
| 9.2.8.CAP.15 | Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. |
| 9.4.8.GCA | Global and Cultural Awareness |
| | Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. |
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| | Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. |
| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| 9.4.8.IML.7 | Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). |
| 9.4.8.IML.14 | Analyze the role of media in delivering cultural, political, and other societal messages. |

## Technology Integration

Chrome books

Smart boards

Internet and Webquests

Multimedia presentations

| | |
|---|---|
| 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. |

## 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.

## 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:**

SGO assessment: pretest prior to Mexico unit

## 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:**

Classwork

Student participation

Student dialogues

Homework

## 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:**

Student participation

Quizzes

Oral presentations

## Instructional Materials

All lessons:

Music CD's and videos

Manipulatives and flashcards

Vocabulary words posted in classrooms

Teacher created materials and worksheets

Textbook series: Santillana Spanish 1A, lecciones preliminares, text, workbook, listening comprehension workbook, online activities

## Standards

| | |
|---|---|
| 7.1.NM.IPRET | Interpretive Mode of Communication |
| 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.IPERS | Interpersonal Mode of Communication |
| 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. |