Dec. Gr. 1 Cultural Exploration Dec. Jan. Feb. Copied from: Grade 1, Copied on: 08/09/22

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

Unit Overview

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

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

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

Identify classroom objects by name on the El Salon de clase poster.

Vocab: Hasta la vista. (See you later.)

Respond to :Como estas tu? with feelings.

Review numbers 1-10.

Colors in Spanish.

Discuss calendar differences.

Vocab: Sombrero (large hat) and the names of the colors.

Vocab: additional color names

Respond to commands associated with colors.

Sort objects by color and color names.

Learn last 4 days of the week.

Sing Calendar rap. Review day order on a Spanish calendar.

Vocab: Days of the week

Recognize new color names

Match names of numbers with symbols

Relate spoken numbers to numbers of objects

New vocab: more color

Recognize numbers 11-14 in Spanish

Sing Uno dos tres ninitos

Vocab.: Numbers 11-14

Review prior learning

Recognize nunbers 15-20.

Review prior learning.

Integration of Career Exploration, Life Literacies and 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.IML	Information and Media Literacy
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
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 ntegration

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

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:

Teacher made benchmark assessments to assess growth over time.

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

7.1.NL.IPRET	Interpretive Mode of Communication
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.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
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.
7.1.NL.IPERS	Interpersonal Mode of Communication
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.
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.
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.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
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.
7.1.NL.PRSNT	Presentational Mode of Communication
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.
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.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
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.