

MP1-Introduction to Spanish

Content Area: **World Language**
Course(s): **Spanish 4**
Time Period: **Marking Period 1**
Length: **MP 1**
Status: **Published**

Essential Questions

- How does English and Spanish pronunciation relate? How do they differ?
- What are the numbers from 1 to 100 in Spanish?
- How do you answer how old are you in Spanish?
- Why is the Spanish alphabet important for communication?
- How are alphabets similar or different across languages and cultures?

Big Ideas

- People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

Technology Integration

8.1.5.A.2 Format a document using a word processing application to enhance text, include graphics, symbols and/or pictures

Activity:

Students will be introduced to the Spanish alphabet using the SMART TV in a whole class setting. Students will listen to alphabet song and understand the phonics of the Spanish language. Students will then be asked to create a document using alphabet symbols next to those alphabet symbols students will write what the letters sound like to them.

Cross-Curricular Integration

Integration Area: English Language Arts

SLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Activity:

Students will be introduced to the alphabet in Spanish. They will then listen to a song and be able to compare and contrast the differences between the alphabet in Spanish and English.

Enduring Understandings

7.1 Language

A. Interpretive Mode

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

B. Interpersonal Mode

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

C. Presentational Mode

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

Focus Area

Grammar

- *tener*

Vocabulary

- The Alphabet
- Numbers (1 – 100)
- Prepositions of location
- Survival phrases in the Spanish classroom

Cultural Content

- 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.
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)