

01_Pronunciation and Comprehension- Alphabets & Cognates, Egypt Day

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **5-10 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, conversation, culture, weather, the numbers, dates, time, activities, descriptions and school. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world through an introduction of the language and cultures.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- Reading is phonetic in Spanish.

Essential Questions:

- How is Spanish a phonetic language? What does it mean to be phonetic?
- How do the phonetic qualities of the Spanish language help me to learn the alphabet?

CONTENT AREA STANDARDS

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- proper pronunciation of Spanish vowels and consonants is important.
- there is a purpose and function of accents as they relate to proper pronunciation and meaning of words.
- any language is comprised of a series of symbols that are combined to create meaning.

Procedural Knowledge

Students will be able to:

- pronounce vowels properly.
- recite the alphabet.
- spell various words in oral and written form.
- demonstrate listening skills via dictation activities.
- identify and pronounce cognates properly.
- utilize previous knowledge, context, cognates and situational cues to optimize comprehension.
- apply accents appropriately based on context and meaning of words.
- integrate knowledge of accents for proper pronunciation of words.
- compare/contrast Egyptian hieroglyphics to the Spanish alphabet.
- construct Spanish words from hieroglyphic symbols, as a cross-curricular activity.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.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.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

Benchmark Assessments

Educational Assessments

Formative Assessments

1. Teacher observations
2. Student self assessment (kinesthetic drills, games, homework , pre-test)

Summative Assessments

Oral and Dictation Quiz

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Teacher created worksheets
- Hieroglyphic symbol table
- Rhymes
- Alphabet song (CD – Sing Dance and Eat Tacos)
- Standard Deviant Video Clip-Alphabet and Pronunciation, Communicators, SmartBoard

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition

Social Studies - Anthropology

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.