

# 05\_Numbers- counting, dates, time and school schedule

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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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**

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*Students will understand that:*

- numbers have many applications in the classroom and the world.
- the quality of education is valued in Spanish speaking countries.

*Essential Questions:*

- How can we use the numbers in Spanish to express dates, times and school schedule class times?
- What is the significance of education in Spanish speaking countries?

## **CONTENT AREA STANDARDS**

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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.

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

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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.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
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.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand that:

- the Spanish numbers are important.
- integration of numbers with the vocabulary for months and days is crucial.
- how the Spanish calendar differs from the English calendar.
- the cultural differences related to the concept of time in Spanish speaking countries.
- the 24 hour clock is used for schedules and transportation.
- there is a difference between the questions “What time is it?” and “At what time is...?” and the manner in which you respond.

## **Procedural Knowledge**

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Students will be able to:

- recall numbers 1-10 from previous knowledge.
- recite number 11-15 and the ten numbers through 100.
- determine the pattern for numbers between the tens and from 101-199.
- create a personal identification card in Spanish with relevant numbers in their personal life
- identify relationship of more, less or equal between numbers.
- create and solve math equations for addition, subtraction, division and multiplication by analyzing Spanish word problems.
- state the questions “What is the day/date?” for yesterday, today, tomorrow and other specific events (i.e. birthday, party, test) and answer in complete sentences.
- create a complete calendar in Spanish detailing months, days and dates of important holidays in Spanish speaking countries.
- state the question “What time is it?” in Spanish and express the answer for all times around the clock, including the terms for a.m. and p.m.
- create a pictorial timeline of their daily activities in Spanish.
- analyze authentic tickets and schedules to determine important facts.
- recreate their school schedule in Spanish.
- express questions and answers regarding school schedules in Spanish.
- compare and contrast some aspects of school systems in Spanish speaking countries with American schools.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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- Edulastic Assessments

### **Alternate Assessments**

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

### **Formative Assessments**

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1. Teacher observations (Communicators, Judy classroom clock set)
2. Open- ended questions (ex. “How does the concept of time differ between our culture and the culture of many Spanish speaking countries?”)
3. Classroom discussion
4. Student self assessment (kinesthetic drills, games, homework , pre-test)

### **Summative Assessments**

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1. Tests and quizzes (listening and written)
2. Alternate assessments (Mi día project)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Textbook- ¿Cómo te va? Level A Lecciones Prelimiales pages 6-11
- Workbook - ¿Cómo te va? Level A
- CD Activities - ¿Cómo te va? Level A
- Teacher created worksheets
- Standard Deviant Video – Numbers, Time and Date
- Judy Classroom clock set
- Communicators
- Time and Number Bingo games
- Online realia for samples of schedules and tickets
- SmartBoard
- Concentration board
- Flashcards

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition, Information Writing

Math - Computations

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.