

# 00\_Bienvenidos/Preliminares-Introduction to Spanish Language

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **15-20 days**  
Status: **Published**

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

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This is a full year course that is designed to develop basic reading, writing, speaking and listening skills in the Spanish language through a variety of media. Various aspects of Spanish culture in Spain, the Caribbean, Central America and South America, as well as the geography of these regions, are discussed around the world. Students will have the opportunity to ask questions and respond to them in Spanish. Students will be able to conduct conversations in the target language. Students will learn the basics of the Spanish language, the common phrases, food, describing self and others, school, sports, family and home. 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. Spanish 1CP will provide students with authentic materials and the use technology within the classroom to allow the students to grow as Spanish speakers, readers, writers and listeners in the Global world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- language comes through culture and language is spoken.
- the cultural differences between English-speaking countries and Spanish-speaking countries brings a necessity to understand the culture before identifying the language.
- it is important to learn a foreign language.
- through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- geography, culture and representation of the flags of the Spanish-speaking countries are necessary for understanding each culture.
- the Spanish alphabet is different from the English-speaking alphabet with sounds and accents.
- the Spanish language
- learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials and use of technology in the Spanish language.

### **Essential Questions:**

- How do I introduce myself to others? How do others introduce themselves in Spanish-speaking countries?
- How do I phonetically pronounce the letters of the Spanish alphabet? Why is the Spanish language phonetic?
- Where is Spanish spoken in the the global world?
- How do I communicate in the Spanish language?

## 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.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.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.
WL.NM.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.
WL.NM.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.
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.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.

## 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.L5	Demonstrate understanding of word relationships and nuances in word meanings.
TECH.K-12.P.4	Demonstrate creativity and innovation.

## STUDENT LEARNING TARGETS

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### Declarative Knowledge

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Students will know:

- there are Spanish-speaking countries in Europe, Central America, South America and the Caribbean.
- there are extra letters in the Spanish alphabet and accents are used in the target language that will change the sound of the letter.
- the cultural differences between English-speaking countries and Spanish-speaking countries brings a necessity to understand the culture before identifying the language
- the basic greetings and introductions to conversing the Spanish language.
- the introductory topics to communicate, ask, and respond in the target language.
- the cognates are words that are similar or alike or the same in Spanish and English.

### Procedural Knowledge

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Students will be able to:

- identify words phonetically in the Spanish language.
- identify the Spanish-speaking countries.
- identify countries and their capitals within the Spanish speaking world.
- identify cultural differences between Spanish-speaking countries and English-speaking countries.
- listen to the Spanish language and differentiate between the way letters and syllables are pronounced in Spanish and English.
- spell words based on pronunciation.
- identify numbers in Spanish 1--100.
- analyze differences in usage of time in Spanish-speaking countries vs. USA.
- identify colors in Spanish.
- identify the days of the week and months of the year in Spanish.
- identify and categorize the months of the year by seasons.
- analyze differences in temperature (using numbers) between USA and Latin American countries during each season.
- identify weather expressions.
- greet and use basic expressions relating to being polite in Spanish.
- identify different cognates in Spanish and English.
- Identify the interrogative question words.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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- Pear/Edulastic Assessments

### **Alternate Assessments**

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

### **Summative Assessments**

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- Project: Google slides -Digital locker presentation of "All about me" using Spanish terms.
- Project: Alphabet booklet
- Preliminares assessment
- Project/Assessment-Capitals and countries, geography and culture project
- Un poster: Las expresiones de la clase-Create posters of the classroom expressions using Canva or Piktochart

### **Formative Assessments**

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- Listening assessments with the phonetics of the Spanish alphabet
- Writing assessments of the Spanish alphabet
- Game: "Around the World" with the Spanish alphabet
- Game: Name game with ball toss
- Speaking assessment-Sounding out the alphabet.
- Categories of the different topics-Category chart
- Cognates video-Identify the cognates in the video.
- Activity-Put numbers in order.

- Kinesthetic activities
- Quizziz, Nearpod, Classkick, Kahoot, Blooket formative assessments.
- Proficiency Scale
- Monitoring progress through Unit packet-Preliminares
- Notetaking in the Preliminares packet
- Exit ticket: Describing yourself by stating your name, birthday and favorite color.
- Student-created conversations
- Student-created dialogues

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

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Technology Subscriptions to the following:

- Nearpod
- Classkick
- Wordwall
- Quizziz
- Quizlet
- Blooket
- Kahoot
- Adobe Spark/Canva/Piktochart
- Jamboard

Additional resources:

- Whiteboards to practice the alphabet and numbers 0-100
- Textbook: Buen Viaje 1-Glencoe
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Smartboard Activities
- Soft tossing balls
- [Preliminares Packet](#)
- Google Slides presentations

Authentic materials/websites:

[www.wordreference.com](http://www.wordreference.com)

[Map of Central and South America](#)

Youtube videos:

[10 Minutes of the Spanish Alphabet](#)

[Alphabet Video](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.