

02_Unit 2: Los alumnos y los cursos escolares

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **20-25 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

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. Students will have the ability to communicate with others and culturally understand the importance of a foreign language as an essential component of global competence.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- the school systems in Latin-American countries and Spain are different than the school systems in the United States.
- the subjects offered in a Latin American School are different than those in a North American school.
- schools in Spanish-speaking countries offer courses that are similar and different from those offered in the United States.

Essential Questions:

- How do I communicate in the Spanish language?
- How can I use time to describe my course schedule?
- What are some courses that I would like to take that is not offered in the USA?

CONTENT AREA STANDARDS

	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.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
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.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.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)

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.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
TECH.K-12.P.4	Demonstrate creativity and innovation.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- school vocabulary has various meanings for the same word.
- schools in Spanish-speaking countries have different courses and requirements than schools in the USA.
- school courses are different in many countries.
- telling time is a key component to describing your schedule.
- a schedule will vary from student to student.
- nationalities are an important part of one's culture.

Procedural Knowledge

Students will be able to:

- identify subjects taught in school through exploration of the “Latin American School Day”.
- identify differences in relationships between teachers and students.
- differentiate ways in which students spend their time in school in different cultural settings.
- identify and use vocabulary for the subjects in school in complete sentences.
- compare and contrast school courses.
- describe teachers of different courses using descriptive adjectives.
- describe courses using descriptive adjectives.
- tell time.
- tell time of their school courses and describe their course schedule.
- conjugate the verb SER with telling time.
- identify descriptive adjectives.
- describe other nationalities.
- conjugate the verb SER with describing school courses.
- conjugate the verb TENER telling how many courses a student has in a schedule.

EVIDENCE OF LEARNING

Benchmark Assessments

Alternate Assessments

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

Formative Assessments

- Listening assessments
- Writing assessments describing the courses using adjectives.
- Categories of the different topics-Category chart
- Kinesthetic activities
- Quizziz, Nearpod, Classkick, Kahoot, Blooket formative assessments.
- [Una escala de competencia- Proficiency Scale](#)
- Monitoring progress through Unit packet
- Notetaking in the packet
- Exit ticket: Describing your teachers and courses.
- Student-created conversations
- Student-created dialogues
- Chart describing courses.
- Goosechase-Una aventura de la escuela

Summative Assessments

- Unit assessment
- Essay describing school courses, teachers and school.
- Flipgrid (speaking assignment) describing school courses, teachers and school.
- Project based assessment
- Webquest: Research another school from a Spanish-speaking country and what the school has to offer.
- Drawing/Written Activity: Students will create their IDEAL school setting identifying classrooms and places within the school that are subject specific. Each school must offer a variety of activities and subjects

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources:

- Buen Viaje 1: Chap 2
- [Unidad 2-Packet](#)

Technology Subscriptions to the following:

- Nearpod
- Classkick
- Wordwall
- Quizziz
- Quizlet
- Blooket
- Kahoot
- Adobe Spark/Canva/Piktochart
- Jamboard
- Edpuzzle
- Padlet
- Wizer.me

Additional resources:

- Whiteboards
- Textbook: Buen Viaje 1-Glencoe
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Smartboard Activities
- Soft tossing balls
- Google Slides presentations
- [Sudamerica-Telling time around the world.](#)
- [America del norte-Telling time around the world](#)

Authentic materials/websites:

www.wordreference.com

INTERDISCIPLINARY CONNECTIONS

Language Acquisition

Use technology to enhance productivity

Work productively in teams while using cultural global competence

Educational tech applications

Diversity and Inclusion

- How does the school you go to differ from a school in the Spanish speaking world?
- Why is it important to understand the differences and similarities in the educational systems around the world?
- How can you connect educationally with students in another part of the world?

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Differentiation/Accommodations/Modifications

Gifted and Talented	English Learners	Students with 504s	Students with Disabilities	Students at Risk of School Failure
<p>Differentiated Assignments: Provide advanced or more complex assignments that delve deeper into the curriculum content and require critical thinking, analysis, and creativity.</p> <p>Independent Projects: Offer opportunities for independent research projects or self-directed learning related to students' interests or passions.</p> <p>Enrichment Activities: Introduce enrichment activities that extend beyond the standard curriculum, such as workshops, seminars, or</p>	<p>Language Support: Provide bilingual dictionaries or translation tools to aid in understanding instructions or content. Offer translated materials or instructions in the student's native language when necessary.</p> <p>Simplified Language: Use simpler language, avoid idiomatic expressions, and break down complex sentences to aid comprehension.</p> <p>Provide simplified versions of texts or materials without compromising content depth.</p> <p>Visual Aids and Graphics: Incorporate visual aids, images, charts,</p>	<p>Extended Time: Allow additional time for assignments, tests, or classwork based on the student's needs.</p> <p>Modified Assignments: Provide modified versions of assignments or tests that align with the student's abilities while covering the same educational content.</p> <p>Use of Technology: Permit the use of assistive technology tools (text-to-speech software, speech recognition, calculators) to aid in completing assignments or accessing</p>	<p>Accessible Instructional Materials: Provide materials in accessible formats such as large print, audio, braille, or digital text to accommodate visual or print disabilities.</p> <p>Extended Time for Assignments/Assessments: Allow additional time for completing assignments or assessments to accommodate processing difficulties or physical limitations.</p> <p>Assistive Technology: Provide access to assistive technology tools (screen readers, speech-to-text software, communication devices) that support learning and communication.</p>	<p>Small Group Instruction: Provide small group settings for targeted instruction and support in areas where students struggle.</p> <p>Additional Instructional Time: Offer extended instructional time or after-school tutoring sessions to reinforce concepts and provide extra help.</p> <p>Individualized Learning Plans: Develop individualized plans that address specific academic needs, learning styles, and areas of</p>

competitions in specialized areas of interest.	or diagrams to support understanding of concepts, especially for visual learners.	curriculum materials.	Modified Assignments and Assessments: Offer modified versions of assignments or assessments that align with the student's abilities while addressing their disabilities.	improvement.
Flexible Pacing: Allow students to progress through the curriculum at their own pace, enabling acceleration or access to higher-level materials if needed.	Contextualization and Real-Life Examples: Relate lessons to real-life scenarios or the student's cultural experiences to enhance comprehension and engagement.	Preferential Seating: Allow the student to sit in a specific location in the classroom that supports their learning needs (e.g., closer to the teacher, away from distractions).	Use of Scribes or Readers: Allow the use of scribes or readers for students with motor or visual impairments to assist in writing or accessing written material.	Modified Assignments and Assessments: Offer modified assignments or assessments to match the student's current level of proficiency while ensuring alignment with curriculum standards.
Mentorship and Expert Resources: Provide access to mentors, experts in the field, or external resources to guide and support students in exploring their interests deeply.	Extended Time and Flexible Assignments: Allow extended time for completing assignments or assessments to accommodate the additional time needed for language processing. Modify assignments or assessments to focus more on content understanding rather than language proficiency.	Visual Aids: Provide visual aids such as charts, graphs, or diagrams to support comprehension of complex concepts.	Preferential Seating and Physical Accommodations: Allow seating arrangements that accommodate physical needs, such as closer proximity to the teacher or flexible seating options.	Progress Monitoring and Feedback: Implement regular progress monitoring and provide constructive feedback to track improvement and guide learning strategies.
Complex Problem-Solving Tasks: Present challenging problems or real-world scenarios that require critical thinking, complex analysis, and innovative solutions.	Peer Support and Group Work: Encourage collaborative learning opportunities, group work, or pairings with proficient English speakers to facilitate language practice and interaction.	Chunking Information: Break down tasks or information into smaller, manageable parts to aid in understanding and completion.	Ensure physical accommodations like wheelchair accessibility, adaptive furniture, or sensory-friendly environments.	Use of Multi-Sensory Techniques: Utilize multi-sensory teaching methods to engage students through visual, auditory, and kinesthetic learning experiences.
Extension Activities: Offer specialized activities that cater to the unique interests and abilities of gifted students, allowing them to delve deeper into specific subjects.	Pre-Teaching Vocabulary and Concepts: Introduce key vocabulary and	Sensory Accommodations: Implement accommodations for students with sensory needs, such as noise-canceling headphones, a quiet space for breaks, or fidget tools.	Visual and Auditory Supports: Use visual aids, graphic organizers, or auditory cues to reinforce learning and aid comprehension for students with learning disabilities or ADHD.	Flexible Grouping Strategies: Employ flexible grouping strategies, such as peer tutoring,
Cross-Grade Opportunities:		Note-Taking		

Provide opportunities for collaboration or participation in higher-level classes or activities across grade levels to meet the advanced learning needs.	<p>concepts before a lesson to familiarize ELLs with the language they will encounter.</p> <p>Language Scaffolding: Provide step-by-step guidance or support through the use of sentence starters, graphic organizers, or structured outlines.</p> <p>Clarification and Repetition: Encourage teachers to clarify instructions, repeat key points, and check for understanding frequently throughout lessons.</p> <p>Cultural Sensitivity: Foster a culturally inclusive environment and acknowledge diverse perspectives within the curriculum content.</p>	<p>Support: Provide copies of class notes or allow the use of a note-taking device (tablet, laptop) to assist in recording information.</p> <p>Flexible Testing Environment: Offer a quiet room or alternative setting for exams, adjustments in lighting, or breaks during tests.</p> <p>Instructional Modifications: Adjust instructional methods or materials to accommodate the student's learning style or preferences.</p> <p>Behavioral Supports: Implement behavior management strategies or supports to address any behavioral challenges that affect learning.</p> <p>Communication Support: Utilize communication tools or aids for students with speech or language impairments.</p>	<p>Chunking Information and Simplified Language: Break down instructions or information into smaller, more manageable parts to aid understanding and processing.</p> <p>Individualized Instructional Strategies: Implement instructional strategies tailored to the student's learning style, strengths, and needs.</p> <p>Behavioral Supports and Sensory Accommodations: Provide supports to address behavioral challenges, such as positive behavior reinforcement strategies. Accommodate sensory needs through noise reduction, sensory breaks, or sensory tools for students with sensory processing disorders.</p> <p>Alternative Communication Methods: Support alternative communication methods (sign language, augmentative and alternative communication devices) for students with communication disorders.</p> <p>Collaboration and Support Services: Foster</p>	<p>cooperative learning, or ability-based grouping, to support struggling students.</p> <p>Positive Reinforcement and Encouragement: Offer positive reinforcement, encouragement, and recognition of effort to boost motivation and self-esteem.</p> <p>Study Skills and Organizational Support: Teach study skills, time management, and organizational strategies to help students become more independent learners.</p> <p>Social-Emotional Support: Provide social-emotional learning opportunities and counseling support to address emotional barriers affecting academic performance.</p> <p>Curriculum Modifications: Modify curriculum</p>
Leadership Roles and Projects: Offer leadership roles within the classroom or school community, empowering gifted students to take on responsibilities and initiatives.				
Personalized Learning Plans: Develop personalized learning plans that cater to each student's strengths, interests, and learning styles.				
Field Trips and Experiential Learning: Organize field trips or experiential learning opportunities that go beyond the classroom to enrich their learning experiences.				

presentations, projects) to evaluate understanding beyond written exams.

Ensure that the accommodations align with the goals outlined in the student's 504 plan.

collaboration between teachers, support staff, and specialists (speech therapists, occupational therapists) to address the diverse needs of students.

content or pacing to ensure it meets the students' needs and facilitates understanding.

Ensure that the accommodations align with the goals outlined in the student's Individualized Education Plan (IEP).

Parent and Community Involvement: Engage parents and the community in supporting student learning through workshops, information sessions, or family involvement activities.

Access to Resources and Interventions: Ensure access to specialized resources, interventions, or intervention specialists to address specific learning challenges.

Alternative Assessments:

Offer alternative forms of assessment that better align with students' strengths and provide a more accurate representation of their knowledge and skills.

