

01_Review of Spanish Novice 1

Content Area: **World Language**

Course(s):

Time Period: **Full Year**

Length: **15 days**

Status: **Published**

General Overview, Course Description or Course Philosophy

This is an introductory Spanish course continuing on from the topics studied in Spanish Novice 1. It builds on the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include habitats around the world, including weather, animals and geographical locations; foods and eating in a restaurant; the house and the family; the body and health; and sports. Students will continue to ask questions in Spanish, as well as form sentences to answer questions in Spanish. This course develops the essential pieces of learning the next level of a world language with an emphasis on reading, writing, listening and speaking. It also uses 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.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- the cultural differences between English-speaking countries and Spanish-speaking countries bring a necessity to understand the culture before identifying the language and that language comes through culture.
- the Spanish language has several key components to acquisition (Grammar, Vocabulary, and Culture).
- it is important to understand how to use Spanish vocabulary in order to create useful communication through language.

Essential questions:

- How do I understand cultural differences within Hispanic communities?
- How can I compare my culture with Hispanic cultures around the world?
- What do I need to know in order to have a basic or introductory conversation in Spanish?
- How do I have a basic or introductory conversation in Spanish?

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.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.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.4	Copy/write words, phrases, or simple guided texts on familiar topics.

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

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- there are different expressions to communicate.
- they can use numbers throughout all communicative experiences in Spanish.
- there are twenty Spanish-speaking countries in the world, each unique with their own cultures.

Procedural Knowledge

Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases from the various vocabulary topics of last year's course.
- share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class using the various vocabulary topics of last year's course.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on various vocabulary topics of last year's course.
- copy/write words, phrases, or simple guided texts on various vocabulary topics of last year's course.

*The main review vocabulary topics include: adjectives and describing people; seasons, days and months of the year; numbers; AR verbs; SER vs. ESTAR; school and clothing vocabulary; Spanish-speaking countries and capitals around the world; and discussing the needs and benefits for learning a second language (career readiness).

EVIDENCE OF LEARNING

Formative Assessments

1. Listening assessment on ordinal numbers
2. Game: "Around the World" with the numerical and ordinal numbers; the adjectives (descriptions)
3. Game: "Numbered Heads" with descriptions
4. Exit ticket: What benefits does someone going into the work world have by being fluent in a second language?
5. Exit ticket: Why is it important to study the Spanish language in school?
6. Graphic organizer that compares similarities and differences between the United States and the countries of the Spanish-speaking world
7. Practice test for Novice 1 Review Test
8. Quizizz: Repaso del año pasado

Summative Assessments

1. Oral and Dictation Quiz
2. Novice 1 Review Test

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Geography game: <http://www.kbears.com/geogames/index.html>
- Use of whiteboards to practice the ordinal numbers
- Textbook: Buen Viaje 1
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Smart Board activities
- PowerPoint slides on all review topics
- Packet "N2 Packet- Repaso"

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition

Social Studies - Current Events, Geography, Social relationships among people

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.