

04_School in Spanish-speaking countries vs. American schools

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **25-30 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, geography of the Spanish-speaking countries, the numbers, dates, time, activities, descriptions, school, clothing, professions and places. 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 emphasizes 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 school systems in Latin American countries and Spain are different than the school systems in the United States.
- there are different subjects offered in a Latin American high school than an average high school in the USA.

Essential questions:

- How are schools different in Spanish-speaking countries versus schools in the United States?
- What do I need to know to create a class schedule 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.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.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.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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)

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.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
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

Declarative Knowledge

Students will understand that:

- there are differences between school systems in Spanish-speaking countries than those here in the United States.
- they can use time in Spanish to describe their class schedules.
- they can use adjectives to describe their courses, teachers and classmates.
- there are different nationalities of countries around the world
- they can use the interrogative words to ask and answer questions about their class schedules in school.

Procedural Knowledge

Students will be able to:

- 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 using the classes/subjects in Spanish.
- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to school in Spanish.
- identify familiar people, places, objects in daily life based on simple oral and written descriptions about schools in Spanish.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences using the adjectives, classes, subjects and school vocabulary in Spanish.
- copy/write words, phrases, or simple guided texts using the school vocabulary in Spanish.
- share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class when expressing class schedules and personal needs relating to school in Spanish.

EVIDENCE OF LEARNING

Formative Assessments

1. Create a class schedule in Spanish.
2. Describe an ideal teacher in Spanish.
3. Classify the school subjects and teachers with a graphic organizer.
4. Exit ticket: How would you compare and contrast the schools in North America and Latin America?
5. Exit ticket: How does the school year in South America compare to the school year in the United States? In New Jersey.
6. Writing activity: Written essay describing the courses, the time and teachers.
7. 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.

Summative Assessments

1. School course/teacher booklet with descriptive adjectives
2. Rubric Graded Assessment
3. Speaking assessment: Students verbally describe their class schedules (subjects, periods, teachers, times)
4. Unit test: School schedule including subjects, times/periods (ordinal numbers), teachers, classrooms

RESOURCES (Instructional, Supplemental, Intervention Materials)

- SmartBoard activities
- Quizlet
- Wordle activities
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Buen Viaje
1 http://www.glencoe.com/sec/worldlanguages/spanish/int_tutor/buenviajelevel1/1chapter2.html
- Packet "La escuela y las clases" <https://drive.google.com/file/d/1WAYHRwUQN0Yp3EKOoU6mMA5gmatLSWpi/view?usp=sharing>
- Numbered Heads
game https://docs.google.com/presentation/d/1Mcm4ZkJbdOLvKDRidXcV6DfbdYLFShqQjML35wD_nKw/edit?usp=sharing

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Information Writing

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.