

# 01\_ El alfabeto y la geografía

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25 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, 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**

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### ***Objectives- Students will understand that:***

- the Spanish alphabet is different from the American alphabet because it is based on sounds.
- the geography of the Spanish-speaking countries is important to making connections between the Spanish language and the Hispanic cultures.
- the Spanish language has several key components to acquisition (Grammar, Vocabulary, and Culture).
- the cultural differences between English-speaking countries and Spanish-speaking countries bring a necessity to understand the culture before identifying the language

### ***Essential Questions:***

- How is Spanish a phonetic language? What does it mean to be phonetic?
- How do the phonetic qualities of the Spanish language help me to learn the alphabet?
- Which countries in the world are Spanish-speaking?

- Where in the world are the Spanish-speaking countries located?
- What are the key cultural differences between Spanish-speaking countries and English-speaking countries?

### ***Enduring Understandings:***

- Spanish is a spoken language, but it is written as it is spoken.
- Spanish is a phonetic language.
- language can and should be learned through culture.

## **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.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.
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.  Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

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

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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.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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:

- they can use the pronunciation of the letters of the Spanish alphabet to form words and sentences.
- there are four extra letters in the Spanish alphabet that do not exist in the English alphabet.
- it is important to speak Spanish in a heavily populated country with Spanish seen around the area.
- the Spanish-speaking countries are located primarily in Europe, the Caribbean, Central America and South America.
- cognates are words that are similar between two languages.

### **Procedural Knowledge**

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Students will be able to:

- request information by asking and answering simple, practiced questions about the Spanish alphabet and the geography of Spanish-speaking countries using memorized words and phrases.
- provide information about the main features of the Spanish-speaking countries.
- share basic needs within the Spanish-speaking countries using words, phrases, and short memorized, formulaic sentences practiced in class.

- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to the Spanish alphabet and the Spanish-speaking countries.
- identify familiar people, places, objects in daily life based on simple oral and written descriptions about the Spanish alphabet and the Spanish-speaking countries.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences using the Spanish alphabet and the Spanish-speaking countries.
- copy/write words, phrases, or simple guided texts using the Spanish alphabet and the Spanish-speaking countries.
- present information from age- and level-appropriate, culturally authentic materials orally or in writing using the Spanish alphabet and the Spanish-speaking countries.
- name and label tangible cultural products associated with climate change in the Spanish-speaking countries of the world.

## **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

### **Formative Assessments**

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1. Recall and recite the Spanish alphabet
2. Listening assessment on the alphabet – writing down Spanish words as you hear them

spelled out in the Spanish alphabet

3. Game: “Around the World” with the alphabet
4. Exit ticket: Why is it important to pronounce the letter of the alphabet correctly? Why is it important to spell each word correctly?
5. Exit ticket: Why is it important to study the Spanish language in school?
6. Project: Travel document/Visitor brochure for a Spanish-Speaking country
7. Graphic organizer that compares similarities and differences between the United States and the countries of the Spanish-speaking world
8. Hispanic culture scavenger hunt
9. Map identification: Various activities for identifying the countries and their capitals

### **Summative Assessments**

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1. Country Project: Students will research a Spanish-speaking country and share information about the geography, history, culture and famous icons of that country. Rubric Graded Assessment.
2. Oral and Dictation Quiz for alphabet, days of week, months of year & seasons
3. Speaking assessment: FlipGrid - students record themselves saying or singing the Spanish alphabet.

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

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- [Alphabet video](#)
- Use of whiteboards to practice the alphabet.
- Textbook: Buen Viaje 1 pg. xxiv-xxxvii
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Smart Board activities

- Spanish-speaking countries maps & quizzes
- [Around the World: El alfabeto](#)
- <https://docs.google.com/presentation/d/1n2IINPDx5WvB6JLwL1wXTSH7T2r5v4jjc2kWIIdakmc/edit#slide=id.p10>
- [Central & South American map](#)
- [Remembering the countries with mnemonics - Central America](#)
- [Remembering the countries with mnemonics - South America](#)
- [Países hispanos y capitales - practice with the countries & capitals](#)
- [Packet - El alfabeto, los cognados, los días, los meses y las estaciones](#)
- [Packet - La Geografía y La Cultura](#)
- [Video: Spanish alphabet hacks](#)
- [Video: Spanish for Beginners](#)
- Countries flags with colors
- [Video: Los colores](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition

Social Studies - Geography

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Accommodations & Modifications**

Students within Special Education programs

\*Individual accommodations and modifications will be made according to the IEP document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

Students with 504s:

\*Individual accommodations and modifications will be made according to the 504 document by may include:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Modified or scaffolded homework and classwork

Provide extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Native Language translation

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments