# 02_Las introducciones y los números

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

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

- time helps to organize our lives.
- they can use the numbers to express dates and times in Spanish.

### *Essential Questions:*

- How can I use numbers to converse in Spanish?
- What are the differences between formal and informal dialogue in Spanish?
- How can I express dates in Spanish?
- What do I need to create an introductory dialogue in Spanish?

### *Enduring Understandings:*

- Numbers have many applications.
- There is etiquette to conversations.

## 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.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.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. |
| | 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. |

## Declarative Knowledge

Students will understand that:

- numbers have many applications, including to express age, birthday and dates.

- there is etiquette to conversations when speaking to someone formally versus informally in Spanish.

- time helps to organize our lives so we need to know how to express time in Spanish in order to communicate effectively.

- they can use the numbers to express dates and times in Spanish.

## Procedural Knowledge

Students will be able to:

- request information by asking and answering simple, practiced questions with the introductory Spanish terms using memorized words and phrases.
- provide information about introductory Spanish terms and numbers in Spanish.
- share basic needs at the introductory level 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 introductions in Spanish and the numbers.
- identify familiar people, places, objects in daily life based on simple oral and written descriptions about introductions in Spanish and the numbers.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences using introductions in Spanish and the numbers.
- copy/write words, phrases, or simple guided texts using introductions in Spanish and the numbers.
- present information from age- and level-appropriate, culturally authentic materials orally or in writing using introductions in Spanish and the numbers.

- respond with actions and/or gestures to oral and written directions, commands, and requests that relate to introductions in Spanish and the numbers.

- imitate gestures and intonation of the Hispanic cultures native speakers when greeting

others, during leave-takings, and in daily interactions.

## EVIDENCE OF LEARNING

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

### Benchmark Assessments
Edulastic Assessments

### Formative Assessments
1. Exit ticket: Why do you say the day of the year first and then the month of the year when stating a birthday?
2. Exit ticket: How is the yearly calendar in Spanish-speaking countries different from the calendar of the United States?
3. Simulated conversations using basic expressions with introductions and salutations
4. Exit ticket: What do Americans do differently when they greet people in comparison to Hispanics?
5. Game: "Around the World" with numbers
6. Exit ticket: What language learning skills and mathematical skills do I have already to complete a math problem in Spanish?

### Summative Assessments
1. Construct a poster to display their birthdays and their names.

2. Create a mini poster of the months of the year and include an illustration for each month.
3. Speaking assessment: Student-created dialogues/introductory dialogues with partners.
4. Quiz 1: Numbers 0-100
5. Quiz 2: Numbers answering questions using age, birthday and dates

## RESOURCES (Instructional, Supplemental, Intervention Materials)

- Use of whiteboards to practice the numbers
- Buen Viaje 1, Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Quizlet, Kahoot & Blooket games
- Teacher created Jeopardy
- Quia games
- Google slides on birthday & age
- Google slides on dates
- Google slides on telephone numbers
- Spanish speaking countries incredible facts (32:10)
- Spanish introductions & greetings (4:36)
- Days of the week song (0:43)
- Months of the year song (1:03)
- Numbered Heads game for review
- Packet - Las introducciones y los números

## INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition

Math - Data Collection/Analysis, Use of numbers in mathematical equations

## ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

**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