03_La Escuela

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:

- 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?

- How can I use the school supplies vocabulary to describe what I need in school?

- How can I compare what I need in school to supplies used in Mexico and Central American countries?

Enduring Understandings:

- School systems are different in every country around the world.

- There are necessary supplies for success in school.

CONTENT AREA STANDARDS

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.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.
	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)

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

Declarative Knowledge

Students will understand that:

- there are differences between school systems in Spanish-speaking countries than those here in the United States.
- there are different nationalities of countries around the world.
- there are different terms for school supplies in Spanish-speaking countries.

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 school vocabulary 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.

- give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities using the school vocabulary in Spanish.

EVIDENCE OF LEARNING

Formative Assessments

1. Classify the school subjects and teachers with a graphic organizer.

2. Exit ticket: How would you compare and contrast the schools in North America and Latin America?

3. Exit ticket: How does the school year in South America compare to the school year in the United States? In New Jersey.

4. Writing activity: Written essay describing the courses, the time and teachers.

5. 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.

6. Create a booklet of school supplies.

7. Research project: Students will view and search through the www.elcorteingles.es website and practice making purchases of different school supplies.

8. Graphic organizer of classroom objects and school supplies

Summative Assessments

1. School course/teacher booklet with descriptive adjectives

2. Speaking assessment: Students verbally describe their class schedules (subjects, periods, teachers, times)

3. Project: Create a class schedule in Spanish.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- SmartBoard activities

- Quizlet

- Wordle activities

- Skills for Success: Spanish Middle/High School Workbook

- Skills for Success: Building Spanish Vocabulary

- [Google slides on the verb ESTAR](#)

- Film: *Coco* - traditions of Mexican culture. What traditions can you link to school? Guided study sheet.

- Film: *McFarland USA* - cultural comparisons. Values & traditions. How is school versus home life different in Mexico than here in Kinnelon? Guided study sheet.

- Film: *The Book of Life*. What traditions can you link to school from Mexican cultures? Guided study sheet.

- [Selena Quintanilla Perez introduction](#)→ Film: *Selena*. Guided study sheet.

- [Mexican culture: Customs & traditions (3:41)](#)

- [Buen Viaje 1](#)

- [Packet - La Escuela](#)

- [Numbered Heads game](#)

- Boom cards: School supplies

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Information Writing

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