

Unit 3: La escuela

Spanish 1

14 Class meetings

Created July 2020

Essential Questions

- How do I use conjugation to narrate in the present tense about my school routine and classes?
- What are some similarities and differences in the education systems of the US and other Spanish - speaking countries?
- What is *Día de los Muertos* celebration and why is it NOT Spanish Halloween?

Enduring Understandings with Unit Goals

EU 1:

Communicating with others in another language encourages further understanding of others and other cultures

- Exchange information about school schedules and routines
- Describe school and classes
- Identify and describe location of classroom objects
- Indication time and location

EU 2: Understanding cultural differences as reflected in different education systems

- Compare and contrast school schedules and routines
- Compare grade reporting and school culture

EU 3: The *Día de los Muertos* celebration is a blend of Aztec and European (Catholic) traditions and is celebrated in México and other countries including the U.S

- Research and analyze the history and traditions of the celebration
- Make connections to the celebration in the U.S

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Standards

Connecticut World Language Curriculum Framework COMMUNICATION

- **Standard 1.1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- **Standard 1.2:** Students will understand and interpret spoken and written language on a variety of topics.
- **Standard 1.3:** Students will present information, concepts, and ideas to listeners or

readers on a variety of topics.

CULTURES

- **Standard 2.1:** Students will demonstrate an understanding of the traditions,

products, and perspective of the culture studied.

CONNECTIONS

- **Standard 3.1:** Students will reinforce and expand the knowledge of other areas of study through the world language.
- **Standard 3.2:** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

COMPARISONS

- **Standard 4.1:** Students will demonstrate an understanding of the concept of

culture through comparisons of the cultures studied and their own.

COMMUNITIES

- **Standard 5.1:** Students will use the world language both within and beyond the school

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setting for personal enjoyment, enrichment, and active participation.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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- Definite and Indefinite Articles
- The verb *gustar*
- Infinitives
- The verbs *ser* and *estar*
- Descriptive Adjectives (personality traits , appearance etc..))
- School day activities
- Word order in sentences
- Music and dance of Spanish - speaking countries
- Hispanic Heritage Month

Interdisciplinary Connections

- English – cognates, words with Latin roots, structure and function of language

Daily Learning Objectives with *Do Now Activities*

Recognize similarities and differences in sound systems,, writing systems,, cognates,, gender,, and level appropriate idioms..

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- *What do you know about Hispanic influences in this country??*
- Recognize basic sound distinctions,, intonation patterns and their effects on communicating meaning..
- Read, summarize,, and discuss information regarding the Hispanic and Spanish culture.. (*****)
- *How do art and politics overlap??*
- *What are your impressions of Picasso's artwork?? What style characteristics do you recognize in his different stages of painting??*
- *How does art reflect culture??*
- Understand cultural perspectives about music and dance . (*****)
- *What influences on popular American music stem from Hispanic or Latin traditions??*
- *With what types of Latin music and musical instruments are you familiar.. Describe them..*
- *How does music reflect culture??*
- Communicate information about the significance of Hispanic Heritage Month . (***)
- *What is the difference between Hispanic and Latino??*
- *Who are some influential people of Hispanic heritage and what were//are their contributions to the U.S.A*
- Demonstrate novice level the skills of reading, writing,, listening,, speaking..
- Identify connections between language and culture.

Instructional Strategies/Differentiated Instruction

- **HLP:** Academically Productive Talk

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- **HLP:** Writing to Learn (TWPS)
- **HLP:** Effective Feedback
- Guided conversations in pairs
- Teacher modeling
- TPR – Total Physical Response
- Lecture and presentations with note taking
- Audio comprehension with video and authentic sources
- Homework
- Map work (Spanish-speaking countries)
- Accountable Talk discussions
- Self-assessments
- Strategic grouping
- Providing students with completed notes/outlines/resources in Google classroom
- Rephrasing information for students
- Student choice
- Flash cards
- Quizlets

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Assessments

FORMATIVE ASSESSMENTS:

- ● Homework
- ● Guided Classwork with skills practice
- ● Warm-ups / Exit Slip
- ● Binder checks
- ● Observations
- ● Self-assessments
- ● Class participation
- ● Student dialogues
- Guided reading/writing skills practice
- ● Quiz on map of Spanish-speaking countries
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SUMMATIVE ASSESSMENTS:

- Unit Test (Vocabulary, Functions, Greetings, Commands, and Culture)

Unit Task

Unit Task Name: *This is an introductory unit to provide students with basic vocabulary and structures*

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Unit Resources

- *Realidades* Teacher Text
- PowerPoint and other presentation platforms
- Student Laptops
- Student binder organized according to class instruction
- Flash Cards
- *Tactics* Workbook (Guided Conversations)
- Videos and audios with textbook
- Grammar/Vocabulary activity websites:
 - www.studyspanish.com

 - www.rae.es
 - www.wordreference.com
 - <http://www.quia.com/shared/spanish/>
 - www.youtube.com
 - <http://www.elearnspanishlanguage.com/beginnerschecklist.html>

- ● Internet databases
- ● Google classroom
- ● Laptops