Unit 2: La Escuela
Spanish I
14 Class Meetings

Essential Questions

- How do I use another language to communicate with others?
- What strategies can I use to communicate more effectively?
- What is the Spanish-speaking world like?
- What can I learn about my own language and culture from the study of others?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

Enduring Understandings with Unit Goals

- **EU #1:** Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions with a wider audience, and gain knowledge of other cultures.
  - Communicate in languages other than English.
- **EU #2:** Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives to ultimately aid in language comprehension.
  - Gain knowledge and understanding of other cultures.
  - Connect with other disciplines and acquire information.
- **EU #3:** Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
  - Participate in multilingual communities at home and around the world.
- **EU #4:** Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
  - Develop insight into the nature of language and culture.

Standards

**Common Core State Standards/College and Career Readiness Anchor Standards:**

**Literacy: Writing 9 - 12:**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Common Core of Learning/World Language:** In at least one language other than English

**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.
Unit 2: La Escuela
Spanish I
14 Class Meetings

- **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 setting for personal enjoyment, enrichment, and active participation.

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MSMHS 21st Century Learning Expectations

**Competency 1**: Read and write effectively for a variety of purposes.
**Competency 2**: Speak effectively with a variety of audiences in an accountable manner.
**Competency 8**: Take responsibility for his/her own learning and behavior.
**Competency 9**: Value human, cultural, and natural diversity.

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Unit Content Overview

- **Vocabulary**:
  - School Day: Hours / Schedule
  - Classroom Objects
  - Locations Words

- **Grammar**:
  - Subject Pronouns
  - Present Tense of Regular –ar Verbs
  - The letter “C” and “G”
  - The Verb “Estar”
  - The Plural of Nouns and Articles

- **Culture**:
  - Fernando Botero
  - Connections Between Latin, English and Spanish
  - El Recreo
  - The Maya’s Numbers
  - Soccer Fan Chants
  - El Mundo Hispano: Mexico
Unit 2: La Escuela
Spanish I
14 Class Meetings

- Day of the Dead
- Sor Juana Inés de la Cruz
- School Uniforms and School Gyms
- The United Nations
- The School in the Hispanic Countries
- El Mundo Hispano: Central America

Learning Objectives

Students will be able to…

- Use basic greetings, farewells, and expressions of courtesy in both oral and written forms.
- Talk about school schedules and subjects effectively.
- Discuss what students do during the school day.
- Compare their school day with that of a student in a Spanish-speaking country.
- Learn to use verbs that end in “-ar”.
- Learn facts about Mexico and Central America.
- Describe a classroom.
- Indicate where things are located.
- Talk about more than one object or person.
- Understand cultural perspectives on school.
- Learn to use subject pronouns, the verb “estar”, the plural of nouns, and the plural of articles.
- Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- Read, summarize, and discuss information regarding the Hispanic and Spanish culture.

Assured Learning Experiences

Differentiated Instruction / Instructional Strategies:

- Daily Routines
- Lecture (PowerPoint, Websites) with note taking
- Teacher modeling
- TPR - Total Physical Response
- Listening comprehension exercises (audiovisual material, music)
- Flexible grouping
- Cooperative learning projects/presentations
- Class discussion
- Examination of exemplary student work
- Student self-assessment
- Graphic organizers and maps
- Guided reading and writing skills practice
- Online lab
Unit 2: La Escuela
Spanish I
14 Class Meetings

- Videos (Pearson, YouTube, DVDs)
- Oral Class Participation

Reading and Writing: Developing Literacy in Context:

- **Total class modeling:**
  Examples include group frame, cooperative strip paragraph, poetry frames, read aloud, shared reading & writing, interactive writing, story map.
- **Small groups scaffolding:**
  Examples include pairs ear-to-ear reading of known books and poetry to develop fluency, team tasks, team cooperative strip paragraph, team poetry/found poetry, team projects, collaborative posters, team collaborative dialog for performance as skit, choral reading/reader’s theatre
- **Individual work:**
  Examples include learning logs, interactive journals, storyboards, genres, etc.

Interdisciplinary Connections:

- Fine Arts
- History
- Geography

Assessments

**FORMATIVE ASSESSMENTS:**

- Journals
- Homework
- Discussions
- Observations during class activities
- Oral class participation
- Oral Presentation: School Schedules and Routines
  - Rubric 2: Accountable Talk
  - Student speaks effectively with a variety of audiences in an accountable manner.

**SUMMATIVE ASSESSMENTS:**

- 2 Vocabulary Quizzes
- 1 Unit Quiz: Vocabulary, Grammar and Skills
- 1 Unit Test: Vocabulary, Grammar, Culture and Skills
- Final Project: “Tu Salón de Clases”
  - Rubric 1: Communication - Student reads and writes effectively for a variety of purposes.
  - Rubric 8: Student Ownership - Student takes responsibility for own learning and behavior.