

# Special Education Spanish

Implement start year (2013-2014)

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Unit # 1, Topic: Basic Vocabulary

## Stage 1 – Desired Results

### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

**7.1 World Languages** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

### 21<sup>st</sup> Century Themes ( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### 21<sup>st</sup> Century Skills

#### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

#### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

#### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b>Enduring Understandings:</b> <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> <li>• EU 1: Correctly pronouncing letters in the Spanish alphabet helps clarify what is being communicated.</li> <li>• EU 2: Expressing a need is essential for everyday life.</li> <li>• EU 3: Indicating an object of need transfers from the classroom to the world.</li> <li>• EU 4: Identifying objects and colors more specifically helps to clarify needs.</li> <li>• EU 5: Accurately indicating the quantity of things promotes clarification.</li> <li>• EU 6: Identifying days of the week and months of the year helps to provide specific time frames.</li> </ul>	<p><b>Essential Questions:</b></p> <p>EU 1:</p> <ul style="list-style-type: none"> <li>• Why is it important to correctly pronounce letters in Spanish?</li> </ul> <p>EU 2:</p> <ul style="list-style-type: none"> <li>• If I am unprepared for class, how can I let the teacher know what I need to be successful?</li> <li>• How can I communicate a need in general?</li> </ul> <p>EU 3:</p> <ul style="list-style-type: none"> <li>• How does accurately indicating specific items avoid confusion?</li> <li>• If I am not understood, how else can I communicate my needs?</li> </ul> <p>EU 4:</p> <ul style="list-style-type: none"> <li>• Why is it important to describe items in detail?</li> </ul> <p>EU 5:</p> <ul style="list-style-type: none"> <li>• Why is knowing your numbers important?</li> <li>• How will indicating quantity help you in life situations?</li> </ul> <p>EU 6:</p> <ul style="list-style-type: none"> <li>• Why is it important to know the days of the week and months of the year?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p>EU 1:</p> <ul style="list-style-type: none"> <li>• Spanish alphabet</li> </ul> <p>EU 2:</p> <ul style="list-style-type: none"> <li>• Essential present tense vocabulary (necesito)</li> </ul> <p>EU 3 and 4:</p> <ul style="list-style-type: none"> <li>• Classroom items</li> <li>• Classroom furniture</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p>EU 1:</p> <ul style="list-style-type: none"> <li>• Recite the Spanish alphabet.</li> <li>• Recognize the Spanish alphabet by sight and sound.</li> </ul> <p>EU 2:</p> <ul style="list-style-type: none"> <li>• State and cite specific essential vocabulary that they need in the classroom.</li> </ul> <p>EU 3 and 4:</p> <ul style="list-style-type: none"> <li>• Identify items in classroom.</li> <li>• Identify furniture in a classroom.</li> </ul>

<ul style="list-style-type: none"> <li>• Parts of a classroom</li> <li>• Colors</li> </ul> <p>EU 5:</p> <ul style="list-style-type: none"> <li>• Numbers 0 – 20</li> <li>• Proper recognition of numbers when someone else says them</li> </ul> <p>EU 6:</p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of a classroom.</li> <li>• Identify specific colors.</li> <li>• Verify whether they have been understood and take measures to repeat what they are saying, if necessary.</li> </ul> <p>EU 5:</p> <ul style="list-style-type: none"> <li>• Identify the numbers 0 – 20.</li> <li>• Identify the quantity of items.</li> <li>• Count from 0-20 in sequential order.</li> <li>• Write numbers in Spanish</li> </ul> <p>EU 6:</p> <ul style="list-style-type: none"> <li>• Identify the days of the week</li> <li>• Identify the months of the year</li> </ul>
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## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

- Students will orally identify the letters in the Spanish alphabet using a teacher generated list of letters.
- Students will be able to send an email to a mystery classmate assigned by the teacher. The students will incorporate Spanish classroom object and color vocabulary in addition to English in order to describe their surroundings. The other student will be able to determine the location of his or her partner in the classroom by the description. For example, a student could write “I am sitting by la puerta.” Students will be evaluated on completion of the task, vocabulary used, and accuracy of their statements.
- Each student will ask at least 3 classmates questions from a pre-written teacher generated list. Inquiring students will employ this exchange one on one, and then move to another student. Students will answer the questions from their peers using numbers in Spanish. For example, “How old are you?” Students will respond, “I am catorce.” They will record their answers on a given chart. After all data is collected, teacher will discuss the results with the class and make a master chart using information from the student data. The teacher will guide the students in counting and adding the number of responses to each question.
- Students will individually label a pre-printed 12-page calendar for the year including months and days of the week in Spanish. Students will be given a list of holidays and other significant events in English to include on their calendar. Also, each student will be required to add his/her birthday. Upon completion, students will then be given a teacher generated list of questions requiring students to answer in Spanish according to the day of the week or month of the year in written format. For example: “In which month it Valentine’s Day?” Students will write “febrero.”

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Take a comprehensive test where students will identify the classroom objects and color, then choose the correct Spanish word.
- Explain how expressing needs is important in real life situations.
- Label classroom objects based on a picture prompt.
- Take a comprehensive test where students will match the Spanish number to the appropriate picture that displays the quantity of the item.
- Identify orally the numbers of given objects in the classroom.
- Orally state numbers 0 – 20 in sequential order to the teacher.
- Using the calendars the students created, they will be able to engage in a dialogue with the teacher answering questions based off their calendars. Teacher will ask questions in English, and students will respond with a day of the week or month of the year in Spanish.

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Show a PowerPoint with letters and the sounds they make in Spanish. Students will chorally respond when asked how to pronounce a letter. **(A)**
- Make flashcards: Distribute teacher generated worksheet with pictures of classroom objects and colors with the Spanish vocabulary. Students will cut out all pictures and glue them onto notecards. On the opposite side of the notecard they will write the English equivalent. **(A)**
- Vocabulary sheet: Distribute pre-written Spanish expressions and have students write the English equivalent. **(A)**
- Use flashcards to play “Manos Arriba.” Students work in pairs using one set of flashcards and spread them out on their desks picture side up. The teacher says “Manos Arriba” and then a classroom item in Spanish. The students raise one hand and try to be the first to grab that flashcard. Continue until all cards are used and the winner is the person who has the most cards. **(A)**
- Students will be given a teacher generated worksheet with pictures of classroom objects. The students will be given verbal directions in English using Spanish classroom object and color vocabulary. They will need to translate the information they hear through active listening to label and color the specified object using the correct color. For example, “Color la mesa azul.” **(M)**
- Students will create their ideal classroom using pictures of classroom objects and colors. They will use resources including magazines, newspapers and the internet to locate pictures. On a piece of oak tag, they will paste and label the pictures with the correct Spanish vocabulary. They will present their ideal classroom to their peers using Spanish vocabulary. **(T)**
- Make flashcards: Distribute teacher generated worksheet with numerical terms in Spanish. Students will cut out the numerical terms and glue them onto notecards. On the opposite side of the notecard they will write the numeral. **(A)**
- Vocabulary sheet: Distribute pre-written Spanish numerical terms and have students write the numeral. **(A)**
- Students will stand in a circle facing each other. One student will start with the ball and begin with stating the number zero in Spanish. Then, the student will toss the ball to another student and that student will indicate the next sequential number in Spanish. **(A)**
- Identify and verify the quantity of given classroom objects from a teacher generated list in Spanish. Students will record the amount of each item in Spanish. Students will utilize vocabulary sheets from Units 2 and 3. **(A, M)**
- Using dry erase boards, students will write the numeral that the teacher says in Spanish. Students will hold up the board in order for the teacher to check for correctness. **(A, M)**
- Create an Autobiography booklet which will identify the students’ name, number of family members, age, birthday, etc. Teacher will provide a guide sheet which will prompt students for information. For example, “I have \_\_\_\_ brothers and sisters. I am \_\_\_\_ years old.” **(T)**

- Make flashcards: Distribute teacher generated worksheet with days of the week and months of the year in Spanish. Students will cut out the Spanish terms and glue them onto notecards. On the opposite side of the notecard they will write the English equivalent. **(A)**
- Vocabulary sheet: Distribute pre-written Spanish days of the week and months of year and have students write the English. **(A)**
- Identify today, tomorrow, and yesterday given a 3 column chart with specific days of the week in Spanish. For example, in the *today* column lunes will be given. Then, students will write in Spanish which day was yesterday and which day is tomorrow. Teacher will alternate days. **(M)**