

# Special Education Spanish

Implement start year (2013-2014)

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Unit # 2, Topic: Expressions

## 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: Interpersonal interactions make a lasting impression.</li> <li>• EU 2: Proper manners are universally accepted and valuable in every culture/environment.</li> <li>• EU 3: Expressing a concern is essential for everyday life.</li> <li>• EU 4: Expressing one's feelings and asking about other's feelings helps to promote better communication with others and avoid misunderstanding.</li> </ul>	<p><b>Essential Questions:</b></p> <p>EU 1:</p> <ul style="list-style-type: none"> <li>• How does the way I present myself affect how other people view me?</li> <li>• How will the way I interact with people affect my employment opportunities, relationships, etc.?</li> <li>• How should I interact differently with friends and adults?</li> </ul> <p>EU 2:</p> <ul style="list-style-type: none"> <li>• How can I present myself as a polite and friendly person?</li> <li>• How does the use of manners allow me to be accepted in all cultures/environments?</li> </ul> <p>EU 3:</p> <ul style="list-style-type: none"> <li>• How should I express a concern?</li> <li>• How would I ask where to go when there is an urgent need?</li> </ul> <p>EU 4:</p> <ul style="list-style-type: none"> <li>• Why is it important for me to express myself to others?</li> <li>• How will hearing about someone's feelings be valuable to me?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know . . .</i></p> <p>EU 1:</p> <ul style="list-style-type: none"> <li>• Proper terms and questioning techniques for: <ul style="list-style-type: none"> <li>- Greeting people</li> <li>- Saying goodbye</li> <li>- Asking someone's name</li> <li>- Asking how someone is doing</li> </ul> </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>• Greet people at different times of the day.</li> <li>• Introduce themselves to others.</li> <li>• Ask other people their name.</li> <li>• Ask people how they are and reply accordingly.</li> </ul>

<p>EU 2:</p> <ul style="list-style-type: none"> <li>• Expressions of courtesy (Please, Thank You, You're Welcome)</li> <li>• Proper titles (Mr., Mrs., Miss)</li> </ul> <p>EU 3:</p> <ul style="list-style-type: none"> <li>• How to express a health or safety concern</li> <li>• Important questions to ask during a troubling situation</li> </ul> <p>EU 4:</p> <ul style="list-style-type: none"> <li>• Proper terms and questioning techniques for: <ul style="list-style-type: none"> <li>- Identifying different feelings and expressions (I am happy/sad/not feeling well, etc.)</li> <li>- Expressing one's feelings</li> <li>- Asking how someone is feeling</li> </ul> </li> </ul>	<p>EU 2:</p> <ul style="list-style-type: none"> <li>• Differentiate proper titles.</li> <li>• Address people appropriately.</li> <li>• Demonstrate proper manners when speaking to others.</li> </ul> <p>EU 3:</p> <ul style="list-style-type: none"> <li>• Ask individuals where important sites in the community are located (hospital, library, police station, fire station, etc).</li> <li>• State a specific need or health concern.</li> </ul> <p>EU 4:</p> <ul style="list-style-type: none"> <li>• Describe ones' own feeling in different situations.</li> <li>• Ask for a description of how others are feeling.</li> <li>• Identify how a person may be feeling based on facial expressions.</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.*

It is the first day of school and you are meeting your Spanish teacher and classmates for the first time. Each student will introduce himself/herself to the teacher as well as his/her peers using a pre-written prompt. The time of day will be established for the dialogue. Students will engage in a conversation using proper greetings, titles and manners. Students will be evaluated on the appropriateness of the questions they ask and how they respond.

Students will be given a real life teacher generated scenario in English. The scenarios will include different types of urgent situations that need to be addressed. For example, "My mom fell and hurt herself." Students will have to respond to the scenario using appropriate vocabulary. Students will take turns responding to each scenario. Students will be assessed on their verbal explanation of what they would do in the given situation as well as the description of their feelings in Spanish.

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

- Take a comprehensive test where the students will select the appropriate answer to questions about greetings, introducing themselves, using proper manners, and expressing feelings.
- Determine the greeting that should be used for adults versus students using picture prompts.
- Discuss how addressing adults differs from addressing high school students.
- Using picture prompts match the given facial expressions with the correct emotion.
- Explain how expressing concerns are important in real life situations.
- Describe how you feel about daily experiences.

### 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.*

- Make flashcard pairs: Distribute teacher generated worksheet with Spanish and equivalent English expressions. Students will cut out all expressions and glue the Spanish and English on separate colored note cards. Students will have to match the Spanish and English expressions. **(A)**
  - Vocabulary sheet: Distribute pre-written Spanish expressions and have students write the English equivalent. **(A)**
  - Decide the time of day the greetings are taking place in the given picture prompts. **(A)**
  - Ask the name of the classmate on your right. After you introduce yourself, do the same with the person on your left. **(A, M)**
  - Make a chart with two columns. Label one “ways to say hello” and the other “ways to say goodbye”. As you hear the teacher make statements in Spanish, place a check mark in the appropriate column. **(A)**
  - Give students conversational questions or phrases in Spanish. Students are to select a logical response for each. **(M)**
  - Students will be given a list of important places in the school building (guidance, main office, nurse, etc.). The students will introduce themselves and greet the designated person in Spanish at the location. **(T)**
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- Make flashcard pairs: Distribute teacher generated worksheet with facial expressions and Spanish vocabulary. Students will cut out the faces and English vocabulary and glue onto notecards. On the other side of the notecard, students will write the English equivalents. **(A)**
  - Vocabulary sheet: Distribute pre-written Spanish vocabulary and have students write the English equivalent. **(A)**
  - Identify what you should ask/do in Spanish given picture prompts of different emergency situations. **(A, M)**
  - Make a list of important places in the community (hospital, library, police station, fire station, etc) and match the questions that would go with each location. **(A, M)**
  - Design facial expressions of how you would feel in given real life scenarios and label with the Spanish emotion. **(T)**