

Special Education Spanish

Implement start year (2013-2014)

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Unit # 3, Topic: People and Environment

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

21st Century Themes (www.21stcenturyskills.org)

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

21st 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>Enduring Understandings: <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • EU 1: The ability to identify relationships within the family helps to understand connections among people. • EU 2: Indicating household items and how they are used transfers into the home and work environment. 	<p>Essential Questions:</p> <p>EU 1:</p> <ul style="list-style-type: none"> • Why is it important to be able to identify family members? • Why is it important to see how people are related? <p>EU 2:</p> <ul style="list-style-type: none"> • What do we use household items for? • What is considered a household item? • What household items would be useful on a job site?
<p>Knowledge: <i>Students will know . . .</i></p> <p>EU 1:</p> <ul style="list-style-type: none"> • Family members (mother, father, brother, sister, etc) <p>EU 2:</p> <ul style="list-style-type: none"> • Household items (vacuum, broom, rag, mop, etc) • The function of specific household items • Household items that could be useful at a job 	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1:</p> <ul style="list-style-type: none"> • Identify types of family members • Understand relations to one another <p>EU 2:</p> <ul style="list-style-type: none"> • Identify household items. • Explain the function of household items. • State which household items would be appropriate to use at specific jobs.

Stage 2 – Assessment Evidence

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

- Students will be able to describe their own families and the connections between the members by creating a family tree. The teacher will show a completed family tree model for students to reference as well as a directions sheet and rubric. Students will complete a teacher generated fill in the blank worksheet with all the necessary information for the family tree. For example, “Mi abuela is ____.” After completing the worksheet, students will use the information to create their family tree. Students will use a picture to represent each member of their family. Pictures will be cut out and glued onto a piece of construction paper. Students will identify their family members by name in writing under each picture and their title in the family in Spanish. Students will use the worksheet and family tree to present the information to the class.
- Students will be given a job and a description of responsibilities for that job in English. Students will analyze the job description and identify household items that they will need for their job. Students will complete a teacher-generated worksheet listing the household items in Spanish that they will use at their job. Then, they will describe how they will utilize the items at their jobs. Students will present the information to the class.

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

- Take a comprehensive test where students will match the Spanish titles of family members to the appropriate English equivalent.
- Describe family connections using a premade family tree.
- Using picture prompts with written English equivalents, identify members of the family orally in Spanish.
- Take a comprehensive test where students will match the household items in Spanish to the English equivalents.
- Using pictures, label in Spanish the household items using a word bank.
- Describe the importance of knowing which household items are used on different job sites.

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 family terms. Students will cut out all expressions and glue the Spanish terms on one set of notecards and hand write the English on separate colored note cards. Students will have to match the Spanish and English expressions. **(A)**
- Vocabulary sheet: Distribute pre-written Spanish family terms and have students write the English equivalent. **(A)**
- Identify and verify the family members in Spanish from a teacher generated family tree. **(A, M)**
- Create a photo book depicting each member in your family by correctly identifying his/her title in Spanish as well as a picture to represent the person. **(T)**

- Make flashcards: Distribute teacher generated worksheet with household items in Spanish and a clip art picture to correspond. 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 vocabulary and have students write the English equivalent. **(A)**
- Interpret a teacher generated “chore chart” written in English and identify in Spanish which household item you would need to complete each chore. **(A, M)**
- Label the household items in Spanish on a teacher generated worksheet with pictures to represent the item. **(A)**
- Bingo: Identify pictures of household items when teacher gives the Spanish term. **(A)**
- Compare and contrast different household items that are used at various job sites. **(M)**
- Create a poster for a cleaning company advertising the services that you would provide and the household items that you would be using. **(T)**