



Subject Area: World Language	Course: Grade K Spanish	
Unit 6 Title: La hora/Time, American currency	Start Date January 1	End Date January 30
Unit Summary: This unit targets the “o’ clock” time for beginners.		

Stage 1: Desired Results

Massachusetts Learning Standards

Novice Low World Languages Standards

Communication Standards

1. Interpretive Communication - In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students:

b. Identify words, phrases, and basic information. (NL.1.b).

2 Interpersonal Communication - In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

b. Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.2.b)

3. Presentational Communication - In presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

a. Demonstrate awareness and understanding of themselves and their audience. (NL.3.a)

b. Provide simple, basic, prepared information in culturally appropriate ways. (NL.3.b)

4. Intercultural Communication – In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NL.4.a)
- b. Use appropriate highly practiced gestures and behaviors. (NL.4.b)
- c. Recognize some behaviors that are likely to offend members of target-language cultures. (NL.4.c)

Linguistic Cultures Standards

5. Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:

- a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NL.5.a)
- b. Recognize and identify factors that contribute to individual and cultural identities. (NL.5.b)

Lifelong Learning Standards

7. Connections - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NL.7.a)
- b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (NL.7.b)

8. Communities-

b. Become lifelong learners by:

- 1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NL.8.b.1)
- 2. Interacting with speakers/signers of the target language to build diverse relationships. (NL.8.b.2)
- 3. Identifying uses of the target language in the community. (NL.8.b.3)

4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NL.8.b.4)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- State the real time in an analog clock.
- Invite friends to meet at the movies at a certain time.
- Determine or acknowledge whether or not they are early or late to go places.
- Accept or decline invitations based on the time.
- Create a wallet made of construction paper and put play money/state how much money is there.
- Buy items at the play store/pay/count change.

Meaning

Enduring Understandings

Students will understand that...

- Appointments and school days are events that are scheduled by time and days.
- They will explore the concept of 24 hours, twelve of those being day/light and the other twelve being night/dark.
- Money is earned.
- Money management and spending.

Essential Questions

Students will consider...

Why is learning how to say the time in Spanish valuable for students?
 How does knowing the time in Spanish enriches students' lives?
 Why is it important for young students to know the value of money?

Acquisition

Knowledge

Students will know...

Vocabulary:

- una en punto/one o' clock
- dos en punto/two o' clock
- tres en punto/ three o' clock
- cuatro en punto/four o' clock
- cinco en punto/five o' clock

Skills

Students will be skilled at...

- Stating the time they come to school and go back home.
- Saying how long they take from one place to another.
- Stating what day and time they take Spanish and other classes.



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- seis en punto/six o' clock
- siete en punto/seven o' clock
- ocho en punto/eight o' clock
- nueve en punto/nine o' clock
- diez en punto/ten o' clock
- once en punto/ eleven o' clock
- doce en punto/ twelve o' clock
- Un centavo/one cent/1C
- Un dolar/one dollar/\$1.00

- Identifying an American dollar and a cent.