Unit 1: Acquainting Oneself

Content Area: **World Languages**
Course(s):
Time Period: **September**
Length: **8 Weeks**
Status: **Published**

Enduring Understandings

- Language connects people.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Pragmatics deal with language in use and the contexts in which it is used.
- Environment and climate vary across geographic regions.
- Students around the world share many common interests and participate in similar activities.
- Meaning is conveyed through phrasing, intonation, and syntax.
- Comparing and contrasting between one's native-language and the target-language ultimately improves one's awareness and development of each independent language.
- Using cognates and context clues is a strategy that can be used to enhance comprehension of oral and written discourse across all languages.

Essential Questions

- What can I already communicate in my new language?
- How can I become a more effective reader, writer, speaker and listener in languages other than English?
- How does cultural sensitivity to pragmatics affect communication?
- How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live?
- How do I express my likes and dislikes in the target-language?
- Why do specific elements within a clause impact the structuring of the verb?
- How do the linguistic characteristics of the target-language that equate/differ from the linguistic characteristics of one's native-language inform the perspective of a native speaker?

- How does problem solving and collaborating with peers enhance one's success in the classroom and the world at large?
- What is visual literacy?--How does visual literacy impact fluency/proficiency in the target-language?
- How do I develop a new identity as I delve deeper into my language studies?

Content

Vocabulary:

Phase 1: Greetings; El Año: Days, Months, Seasons; Weather

Phase 2: Actividades; Commonly Used -AR Verbs

Structure:

Phase 1: Gustar; Indirect Object Pronouns

Phase 2: Present Tense -AR verbs; Subject Pronouns

Recall:

Phase 1: Alphabet: Grapheme/Phoneme Recognition

Phase 2: Greetings; El Año: Days, Months, Seasons; Weather; Gustar; Indirect Object Pronouns; Actividades

Culture:

- Mayans--Calendar; Julian Calendar
- Cultural differences (greetings) Spanish v. Latinx v. Hispanic
    - Etiquette
- Phonetic differences Spanish v. Latin America
- Usted v. Vosotros v. Vos
- Weather variation across Spanish-speaking countries

Skills

Phase 1:

- Express personal likes/dislikes as well as the likes/dislikes of others in the target-language using oral and written discourse
- Compare and contrast structural peculiarities of both singular and plural terminology the target-language
- Consider singularity/plurality of context clues in order to activate an appropriate structure of the verb, “gustar” within oral and written discourse
- Spontaneously recall and utilize terminology associated with “activities” of sport or leisure in the target-language
- Identify similarities and differences between personal native-language and the target-language
- Investigate features of a verb (verb-stem; verb-ending) in order to compare and contrast infinitive and conjugated structures in the present tense

Phase 2:

- Structure an “-AR” present-tense, regular verb according to a subject of focus within oral and written discourse
- Explain the structural differences between an infinitive verb and a conjugated verb
- Rephrase main ideas through oral and written discourse in the target-language
- Compare and contrast peculiarities of regular, present tense “-AR” conjugated structures
- Identify a linguistic pattern that is unique to present tense “-AR” conjugated structures
- Express from the first-person point of view through utility of regular, present tense “-AR” verbs
- Communicate information from the third-person point of view within oral and written discourse through utility of regular, present tense verbs “-AR” verbs

Resources

- Textbook: Avancemos 1
- Verbs: Gustar; Present Tense "-AR" Verbs
- Vocabulary List: Greetings; El Año: Days, Months, Seasons; Weather; Actividades; Commonly Used “-AR” Verbs
- Learning Platforms: NewsELA; Gimkit; Duolingo; YouTube
- Google Chromebooks

- G-Suite
- Graphic Organizers

Standards

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Modifications

Special Education and 504s:

Including but not limited to

- Specific accommodations and modifications as indicated in a student's IEP and/or 504
- Use an alternative instructional method to address individual learning style
- Provide study guide for assessments
- Provide additional time to complete assignments

Students at Risk of School Failure:

Including but not limited to

- Reduce length of assignments
- Allow for different modes of assessment
    - Writing assessments using sentence strands
    - Reading assessments with running vocabulary lists
    - Speaking assessments with detailed prompts
- Repeated check-ins during class sessions
- Prioritize tasks in checklist, note completion

English Language Learners:

Including but not limited to

- Connections to prior knowledge/background
- Connecting content to ELLs' background knowledge
- Teacher will model how to complete a task or assignment
- Use of think-alouds to show progress thought the steps of the task
- Use of adapted texts

Gifted and Talented:

Including but not limited to

- Acceleration or compacting of content
    - Using unseen vocabulary in the context of learned syntax to stretch communication
    - Scaffolding for other students
- Flexible pacing
- Use of advanced or complex concepts and examples
    - Extending verb discussion beyond “ar” and into “er”
- Connections to other content areas

Assessments

- Use formative measures to track individual and/or class progress toward standards-aligned objectives
- Help students track their individual progress toward standards-aligned objectives
- Determine whether small group or individual interventions are needed to advance learning of standards-aligned objectives
- Use formative and alternative assessments that reflect awareness of cultural differences represented in the classroom
- Assessment of standards and standards-aligned objectives as indicated in curriculum units
- Department common assessments, and Midterms and Finals
    - Interpersonal Conversations
    - Tasks which require close reading and writing
    - Products which are centered in the target language through the three modes of communication

Interdisciplinary Connections

Mathematics:

- Understanding of the numerical system through a secondary language
- Analysis of graphs and charts

English Language Arts:

- Close reading of text to understand new information
- Gathering relevant information from a text in the target language
- Using language to express ideas and relay information

Science:

- Identifying and addressing global issues such as climate change

Social Studies:

- Investigating historical figures of Spanish speaking countries
- Identifying cultural and historical contexts of Spanish speaking countries and peoples.

Technology

- Use of electronic platforms identified in the resources section such as
    - G-Suite
    - DuoLingo
    - Gimkit
    - Laptop Use