Unit 1 - All About Me

Content Area: **World Languages**
Course(s): **Spanish A**
Time Period: **September**
Length: **7 weeks**
Status: **Published**

Transfer

Describing yourself and others, while comparing and contrasting daily activities in the United States with those in Spanish speaking countries

Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Essential Questions

How are languages other than English used to communicate?

How will learning another language broaden my horizons and be useful in other aspects of life?

Where is the language I'm studying spoken?

How can I appropriately address people I meet?

What can I already communicate in my new language?

How can I inquire about people?

Content

Present tense of verb *ser*

Gustar + infinitives

Definite/Indefinite Articles

Noun/Adjective Agreement

“de” to say where you are from

Ser vs. Estar

Vocabulary

(in target language) Greetings, titles of respect, interrogative words, qualitative adjectives, days of the week/month, numbers, seasons, subject pronouns, leave-takings, alphabet, I like/I don't like

Hablar por telefono, escuchar musica, leer un libro, dibujar, tocar la guitarra, estudiar, pasear, corer, montar en bicicleta, jugar al futbol, andar en patineta, comprar, preparar la comida, comer, beber, escribir correos electronicos

El jugo, el refresco, las papas fritas, la fruta, el agua, la pizza, las galletas, el helado

Artistic, atletico, trabajador, organizada, desorganizada, alto, baha, grande, pequeno, vieja, joven, la mujer, pelirroja, pelo castano, el hombre, pelo rubio, el chico, la chica, comica, seria, bonito

Learning Objectives

Read and interpret biographies and autobiographies about Hispanic authors to infer the meaning of written words in Spanish.

Listen and comprehend information from a Podcast using target vocabulary to illustrate a picture of the people being described.

Compare and contrast free-time activities with those of Hispanic students

Describe yourself or someone else in written and oral communication

Introduce people and respond in culturally appropriate ways

Ask and answer personal identity questions (age, birthday, origin) as they survey classmates using “de.”

Read and interpret culturally authentic texts to infer the meaning of a conversation in Spanish

Read and interpret Spanish text messages and other authentic texts to infer meaning of unfamiliar written words

Exchange information with others by writing a pen-pal letter via email to a student in a Spanish speaking country to des to describe oneself and likes/dislikes using Gustar, the present tense of ser and estar, and

noun/adjective agreement.

Dramatize and act out a scene from the Reader's Theater to properly express intonation and idiomatic expressions in the target language.

Talk about likes and dislikes regarding school activities (curricular and extracurricular) and hobbies

Create and develop conversational dialogues in target language to express likes or dislikes using Gustar and Gustar + infinitive.

Create and present an autobiography in Spanish in Spanish using Prezi, Power Point, PowToon, etc.

Create and present a short role-play in groups to greet someone, introduce one and use proper leave-takings in Spanish. Develop a short description about oneself orally and in writing in Spanish to be used in a game of "Guess Who" with the class.

Compose and write a short autobiography in Spanish to describe oneself in the target language.

Tell or retell the authentic Aesop's Unclassic Fables orally or in writing in Spanish through the use of podcasts or skits.

Compare and contrast how our culture communicates compared with how the Spanish speaking culture communicates. (Ex. How is our social media different or similar than the social media in Spanish speaking countries?) Create and present a Facebook page using descriptions and characteristics in Spanish.

Resources

1. *Avancemos* Spanish 1 by Holt McDougal 2013
2. Teacher generated text messages in Spanish.
3. Teacher generated Facebook page in Spanish.
4. *Aesop's Un-classic Fables* in Spanish by Paula Camardella Twomey
5. Reader's Theater

Standards

WL.7.1.NH.A	Interpretive Mode
WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.B	Interpersonal Mode
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.C	Presentational Mode
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.