Unit 1: Introduction to the Spanish-Speaking World; Spain

Content Area: **World Languages**
Course(s):
Time Period: **Marking Period 1**
Length: **12 Weeks**
Status: **Published**

Brief Summary of Unit

The Travel and Conversation course focuses on the importance of Spanish as a world language. Students will investigate the reasons that Spanish is useful to them in areas such as culture, health and sciences, business, travel, etc. Students will research statistics, economics, cultural, and academic reasons to understand the rationale for the study and acquisition of Spanish. Students will also be introduced to the culture of Spain and will have an opportunity to "explore" the country including but not limited to location, government, major cities, important people, traditions, food, music.

The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously on the topic(s) presented.

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. Students who demonstrate proficiency in a second language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

May 2023

Standards

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

1	Communicate
7.1.IL.IPRET	Interpretive Mode of Communication
2	Cultures
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
3	Connections
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
4	Comparisons

7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
5	Communities
7.1.IL.IPERS	Interpersonal Mode of Communication
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT	Presentational Mode of Communication
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Essential Questions

How are the location, government, major cities, important people, traditions, food, music of Spain similar to and different from the United States and how does an understanding of these areas improve my ability to communicate effectively with people of Spanish origin?

What is significant about the regions and dialects spoken in Spain?

Why is it important to develop an understanding of the "Vosotros" form when communicating with people from Spain?

How are the location, government, major cities, important people, traditions, food, music of Spanish-speaking countries similar to and different from the United States and how does an understanding of the above improve

my ability to communicate effectively with people of Spanish origin?

- o How can I apply what I have learned in my years of Spanish study to successfully communicate with a native speaker?
- o How do spontaneously developed conversations and impromptu presentations help me become a more fluent speaker of Spanish?
- o How has confidence in my ability to respond to what I hear and interpret what I read in Spanish increased as a result of a focus on the communicative aspects of the language?
- o How will my knowledge of English grammar help me understand Spanish grammar?
- o What are the advantages of learning Spanish?
- o Why is Spanish a popular foreign language?

Students Will Know

- • appropriate ways to communicate, initiate conversation and react in “situationally appropriate” ways in Spanish in a variety of environments and situations.
- • basic and specific information about the cultural and linguistic nuances of the countries that comprise the Spanish speaking world, specifically Spain.
- • the correlation that exists between an understanding of the perspectives, practices and products of a people and the ability to engage in effective communication.
- • the importance of grammatical accuracy to enhance message clarity.
- • the interrelatedness of the communicative modes (interpersonal, interpretive and presentational) and the importance of the development of each mode for enhanced communication and message clarity.
- • the location: borders, islands, and territories, flag: colors, logo, meaning, type of government, regions and capitals, important cities, languages, currency, major cities and tourist attractions in Madrid and Barcelona, important people in Spanish history, traditions and heritages, typical Spanish dishes, music and dance of Spain.

Students Will Be Skilled At

- • appropriately typing in Spanish using the ALT key and appropriate codes and selecting symbols available when typing Word documents
- • communicating accurately and comprehensively using situationally appropriate vocabulary and grammatical structures.
- • communicating orally in Spanish using clear diction, good pronunciation, and suitable intonation.
- • conversing in Spanish by applying practical vocabulary, situationally appropriate tense and grammatical syntax in order to communicate.
- • demonstrating a basic knowledge of the Hispanic culture specifically related to Spain.
- • demonstrating comprehension of Spanish in written and oral form.
- • using the “Vosotros” form in addition to “Ustedes” to address more than one person.

Evidence/Performance Tasks

- Engage in interpretive communication: o Demonstrate comprehension of classroom commands using physical and verbal responses. o Respond to authentic audio and video recordings that incorporate unit related content o Identify the overall meaning of and cite evidence to support their understanding when reviewing realia in the form of newspapers/magazines/websites o Negotiate meaning when interpreting authentic signs/products, packaging/advertisements to allow for the opportunity to negotiate meaning o Pick out keywords and concepts when shown short movie/film clips to determine the theme and important overarching concepts/ideas. o Demonstrate an understanding of Spanish history and culture through interpretation of traditional Spanish stories

- Engage in interpersonal communication: o Participate in questioning and discussion by demonstrating understanding of previously acquired vocabulary and sentence structures in differentiated ways in responding to Do now assignments, homework, journal entries, etc o Work in pairs / small groups to recycle past learning when engaging in interviews and discussions centered around their own culture and traditions as compared to those of Spain. o Work in pairs / small groups to engage in conversation using correct sentence patterns and proper usage of particles. o Role play authentic social situations using vocabulary, phrases, and simple grammatical structures to express themselves and create conversation incorporating topics studied in past levels of Spanish to promote retention and acquisition of the language. o Create a spontaneous dialogue / engage in impromptu discussion incorporating the "Vosotros" form based on information obtained through a form of realia.

- Engage in presentational communication: o Explore a variety of perspectives from their peers regarding their answers to the question, "Why learn Spanish?". o Create a poster or a computer-based presentation using PowerPoint, Google Slides, Prezi, etc to answer the question, "Why learn Spanish?" based on their own perspectives and those shared by their classmates. o Research a specific topic related to Spain that is of personal interest to them and present the topic to their peers using technology-based presentational means and realia (objects and material from everyday life) to give their classmates a deeper understanding of their individual perspective.. o Write in Spanish incorporating appropriate vocabulary, grammatical form and tense when describing their reasons for studying Spanish and sharing their understanding of the importance of studying Spanish.. o Create an original form of propaganda to encourage others to study Spanish incorporating previously acquired vocabulary and expressions o Develop a presentation that incorporates an understanding of the multifaceted uniqueness of the culture of Spain (Location: borders, islands, and territories, flag: colors, logo, meaning, type of government, regions and capitals, important cities, languages, currency, major cities and tourist attractions in Madrid and Barcelona, important people in Spanish history, traditions and heritages, typical Spanish dishes, music and dance) o Utilize accent marks when typing in Spanish incorporating the ALT key in addition to specific codes or in accessing the appropriate symbol

Learning Plan

- Incorporate ancillary materials for authentic listening practice/exercises.

- Introduce using the ALT key and codes and the insertion of symbols to assist students in typing with accuracy in Spanish.

- Provide authentic scenarios within which students use the language in meaningful ways to learn about and apply the following topics to promote relevant and real-world discussion:

- Provide daily practice in each of the modes of communication (interpretive, interpersonal and presentational) to promote an understanding of the interrelationship between these modes to the development and promotion of consistently effective and accurate communication.

- Provide instruction in the conjugation and use of "Vosotros" versus "Ustedes".

- Provide readings that encourage students to practice reading comprehension and application of understanding to the development of spontaneity in the language.

- Review question/answer formations to model effective oral communication

- Introduction to the Spanish-Speaking World A. The Spanish-speaking world a. Spanish-speakers population around the world b. Origin of the Spanish language c. "The language of Cervantes" (his

influence on language and culture) B. Spanish-speaking countries . Location of Spanish-speaking countries in the world a. Spanish-speakers in the United States

- Spain A. Location: borders, islands, and territories B. Flag: colors, logo, meaning C. Type of government: king of Spain, President of the Government D. Territory: regions and capitals, important cities E. Languages: official language, co-official languages, recognized languages, debate related to the languages/desire for autonomy F. Currency: pesetas, Spain as a member of the European Union, euros G. Cities: Madrid, Barcelona, Segovia, Toledo, Granada, Sevilla H.Tourist Attractions in Madrid and Barcelona: Sagrada Familia, Plaza Mayor, Plaza Cataluna, Alhambra Palace I. Important People in History: Queen Isabel, Francisco Franco, Pablo Picasso, Diego Velázquez, Francisco Goya, Cervantes, Manolete J. Traditions and Heritages: Don Quijote, Bullfights, Moros, Galician, Catalan, Basque K. Typical Spanish dishes: paella, tapas, banderillas, olive oil, Serrano ham L. Music and Dance: Flamenco

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing