

# DELETE Unit 2: Greetings, Introductions, Classroom Objects

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **3 weeks**  
Status: **Published**

## UNIT RATIONALE

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Students will begin to learn basic greetings and introductions in order to start a conversation with a Spanish speaker. They will also learn the common classroom objects around the room to assist with becoming more familiar with using the Spanish translations. Also important is for students to understand that there could be differences in these Spanish phrases but meaning the same thing. For example: ¿Que pasa?, ¿Que lo que?, etc. Students will also be introduced to the "formality" of Spanish language and addressing different people with respect.

## ESSENTIAL QUESTIONS

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How would you introduce yourself and meet someone in Spanish?

How do greetings and personal space vary across cultures?

In what ways does geographical origin and culture influence the way we interact with one another?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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WL.K-12.1	Communicate
WL.K-12.2	Cultures
WL.K-12.3	Connections
WL.K-12.4	Comparisons
WL.K-12.5	Communities

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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### **PRE-ASSESSMENTS**

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Students are asked to attempt to translate the Spanish greetings and introductions into Spanish using prior knowledge and cognates. List and translations will be completed as a whole to be used as a key for the unit.

### **INSTRUCTIONAL PLAN**

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Learning Activities/Unit of Study:

- Students will be introduced to basic greetings and introductions in Spanish in order to plan a dialogue with a partner.
- Using models and comic strips, students will be able to complete dialogue matching certain situations and people.
- In pairs, students will develop a basic conversation to recite.
- Using labels around the room, a master list of vocabulary, and prior knowledge, students will complete a 30 word classroom object list.
- In sets of 5, students will be introduced to (15) "classroom commands and phrases" to be used daily (ie: Puedo ir al bano - Can I go to the bathroom, etc.).
- Daily student participation in Spanish.
- Kahoot and/or Blooket game review.

Resources:

- Blank master lists
- Labels/pictures/completed lists for absent students to copy

- Chromebooks/Internet

## **MODULE 1**

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## **MODULE 2**

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## **MODULE 3**

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## **REFLECTIONS**

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Students will have a better understanding of the origin of certain words, both latin and cognates. They should also be able to try and make new friends in other languages in order to help all students feel accepted.

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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ELA.L.KL.7.2

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELA.W.NW.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.