

Realidades 1 - Unit 1B "Y tu, como eres?"

Content Area: **World Language**
Course(s): **Spanish I CP**
Time Period: **1st Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In Unit 1B, students will be introduced to common vocabulary, phrases, and concepts, related to describing self and others, necessary for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations, i.e. survival skills. Students will gain a working knowledge of the basic structure of the target language using the present tense.

Transfer

By the end of Unit 1B, students will be able to:

1. Listen to and read about descriptions of others
2. Talk and write about personality traits
3. Describe one's personality to others
4. Compare cultural perspectives on friendship

MEANING:

Understandings

Students will understand:

1. The similarities and differences between teenagers of Spanish-speaking countries and those of the United States
2. The similarities and differences in cultural perspectives on friendship between Spanish-speaking countries and the United States

Essential Questions

1. How do you describe yourself using personality and physical traits?
2. How do you describe others using personality and physical traits?
3. What are your thoughts about friendship and how do you define friendship?

APPLICATION OF KNOWLEDGE AND SKILL:

Students will know...

Students will know:

1. Names of physical and personality traits
2. Adjectives with gender and number
3. Placement of adjectives
4. The verb SER
5. Definite and indefinite articles
6. Expressions of like and dislike

Students will be skilled at...

Students will be skilled at:

- 1.Using physical and psychological descriptions in order to describe self and others
- 2.Using adjectives in correct gender and number
- 3.Conjugating the verb SER
- 4.Utilizing definite and indefinite articles
- 5.Expressing the likes and dislikes of self and others

Academic Vocabulary

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|---------------------------|-----------------------------|
| 2. I am | 2. soy |
| 3. I am not | 3. no soy |
| 4. What are you like? | 4. ?Como eres? |
| 5. What is he / she like? | 5. ?Como es? |
| 6. a | 6. un/una |
| 7. according to | 7. segun |
| 8. according to my family | 8. segun mi familia |
| 9. artistic | 9. artistico/artistica |
| 10. boy | 10. el chico |
| 11. but | 11. pero |
| 12. daring | 12. atrevido/atrevida |
| 13. family | 13. la familia |
| 14. female friend | 14. la amiga |
| 15. funny | 15. gracioso/graciosa |
| 16. girl | 16. la chica |
| 17. good | 17. bueno/buena |
| 18. hardworking | 18. trabajador/trabajadora |
| 19. he | 19. el |
| 20. he doesn't like | 20. no le gusta |
| 21. he is | 21. es |
| 22. he likes | 22. le gusta |
| 23. impatient | 23. impaciente |
| 24. intelligent | 24. inteligente |
| 25. lazy | 25. perezoso/perezosa |
| 26. male friend | 26. el amigo |
| 27. messy / disorganized | 27. desordenado/desordenada |
| 28. neat | 28. ordenado/ordenada |
| 29. nice | 29. simpatico/simpatica |
| 30. patient | 30. paciente |
| 31. reserved / shy | 31. reservado/reservada |
| 32. serious | 32. serio/seria |
| 33. she | 33. ella |
| 34. sociable | 34. sociable |
| 35. sometimes | 35. a veces |
| 36. sports-minded | 36. deportista |
| 37. studious | 37. estudioso/estudiosa |

38. talented

38. talentoso/talentosa

39. the

39. el/la

40. very

40. muy

Learning Goal

Students will be able to show appropriate and accurate use of the Spanish Language for the following vocabulary and grammar:

Vocabulary: Personality traits, Expressing likes and dislikes

Grammar: Adjectives, Definite and indefinite articles

Word order: Placement of adjectives

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|---------------|--|
| WL.7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| WL.7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| WL.7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| WL.7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics. |
| WL.7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes. |
| WL.7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities. |
| WL.7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions. |
| WL.7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| WL.7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| WL.7.1.NM.C.1 | Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience. |
| WL.7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| WL.7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| WL.7.1.NM.C.4 | Present information from age - and level - appropriate, culturally authentic materials |

WL.7.1.NM.C.5

orally or in writing.

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Target 1 - Level 1 Retrieval

SWBAT:

1. Identify vocabulary related to physical and psychological traits
 2. Describe self and others
 3. Use the verb SER
 4. Use expressions of like and dislike
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Target 2 - Level 2 Comprehension

SWBAT:

1. Draw a person from read/heard descriptions
 2. Describe the similarities and differences between one's personality and physical traits and those of another
 3. Explain the similarities and differences of cultural perspectives on friendship between Spanish-speaking countries and the United States
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Target 3 - Level 3 Analysis

SWBAT:

1. Sort people into groups based on common physical and psychological characteristics
 2. Create a narrative of self-description and descriptions of others (written and/or spoken)
 3. Read a narrative prepared by another in order to revise and edit for accuracy
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Target 4 - Level 4 Knowledge Utilization

SWBAT:

1. Make decisions about who would be a good friend and who would not based on similarities and differences between self and others
 2. Research the similarities and differences between teenagers of varying Spanish-speaking countries
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Summative Assessment

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring

8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

Differentiation / Enrichment

DIFFERENTIATION:

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

ENRICHMENT:

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

Unit Resources

1. Textbook - Realidades 1 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook

4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts