

# Unit 1 Mexico | Theme: Personal and Family Life

Content Area: **World Language**  
Course(s): **Spanish I / 8th Grade**  
Time Period: **Marking Period 1**  
Length: **6 Weeks**  
Status: **Published**

## Summary

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The unit theme is personal and family life in the context of a Mexican family. Students will learn vocabulary and grammar that will help them describe characteristics and social relationships involving themselves and others.

## Standards

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### Priority Content Standards

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WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication

### Supplemental Content Standards

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### Interdisciplinary Connections (Standards)

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Please select relevant "Standards for Mathematical Practice (2023)", science and engineering practice standards "Grades 9-12/6-8 (2023)", ELA anchor statements, Social Studies practice standards. (3-6 total are suggested)

Planning and Carrying Out Investigations  
Obtaining, Evaluating, and Communicating Information  
Using Mathematics and Computational Thinking

Developing and Using Models  
 Constructing Explanations and Designing Solutions  
 Analyzing and Interpreting Data  
 Engaging in Argument from Evidence  
 Asking Questions and Defining Problems

## Career Readiness, Life Literacies, and Key Skills PRACTICES

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WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Climate Change Standards

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Select the Performance Expectations.

### ClimateChange Education

### Stage I: Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to begin conversing using basic communication skills.</i>	
<i>Mastery</i>	
<u>Enduring Understanding</u>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real</li> </ul>	<u>Essential Questions</u> <ul style="list-style-type: none"> <li>• How do we introduce ourselves, our family and others?</li> <li>• How do we describe our characteristics and</li> </ul>

world contexts.

- Language and culture are mutually dependent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

identity?

- How do we express possession?
- How do we express temporary feelings and sensations?
- What are some of the unique cultural characteristics and traditions celebrated within the country of Mexico?

### *Acquisition*

*Students will know . . .*

*Vocabulary, grammar, and culture relating to:*

#### **Vocabulary**

- People
- Physical characteristics
- Personality traits
- Family
- States and conditions

#### **Grammar**

- Subject pronouns
- The verb ser
- Adjectives
- The verb tener
- Expressing possession:
  - Possessive adjectives
  - The preposition de
- The verb estar

#### **Culture**

- Mapa cultural: Mexico
- Mexico City: Tenochtitlan
- The south: the indigenous population
- Lectura
  - Teotihuacán, ciudad de los dioses
- Video Mundo
  - Acoge a Anita y Juan

*Students will be skilled at . . .*

- Describing permanent and temporary characteristics of themselves and others
- Communicating things they and others possess
- Identifying unique characteristics and traditions of Mexican culture

## Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> <li>•               <ul style="list-style-type: none"> <li>• Vocabulary/ grammar exercises</li> <li>• Mini dialogues (Interpersonal mode)</li> </ul> </li> <li>• Picture Prompts (Interpretive and presentational modes)</li> <li>• Written, oral and listening tasks (Interpretive and presentational modes)</li> </ul> <p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Playing games to practice unit vocabulary (bingo, jeopardy, kahoot, quizlet, etc.).</li> <li>• Oral activities               <ul style="list-style-type: none"> <li>○ Presentations, dialogs and skits.</li> <li>○ Class discussions.</li> <li>○ Answering direct response questions using previously acquired vocabulary.</li> <li>○ Peer conversations</li> </ul> </li> <li>• Written practices to help them learn to express their ideas using simple words and sentences (lower level of sophistication)</li> <li>• Listening activities               <ul style="list-style-type: none"> <li>○ Listen to songs in Spanish.</li> <li>○ Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard.</li> <li>○ Listen to conversational videos via Text resources and other</li> </ul> </li> </ul>	<p>Unit Evaluation (Interpretative, presentational modes)</p> <ul style="list-style-type: none"> <li>• 2-4 Quizzes</li> <li>• Unit 1 Assessment</li> </ul>

media sites	
<ul style="list-style-type: none"><li>• Reading activities.</li><li>• Group and paired activities (Estudiante A / Estudiante B, Diálogos)</li><li>• Using individual whiteboards to practice unit grammar and vocabulary</li></ul>	

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## **Modifications**

**The following are a list of general accommodations that be made for students depending on their needs and or individualized education plan (IEP):**

### **1. Instructional Modifications**

- **Simplified instructions** (e.g., break down multi-step directions).
- **Reduced language complexity** (use simple grammar and vocabulary).
- **Use of native language support** when appropriate.
- **Modified curriculum** (focus on communication rather than grammar mastery).
- **Alternative assessments** (e.g., projects, oral presentations instead of written exams).

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### **2. Presentation Accommodations**

- **Visual aids and cues** (pictures, icons, gestures).
  - **Written and spoken instructions** provided together.
  - **Captions on videos** (especially for listening comprehension).
  - **Enlarged or high-contrast text** for visual impairments.
  - **Use of assistive technology** (e.g., screen readers, speech-to-text tools).
  - **Preview of vocabulary and grammar topics** before new units.
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### 3. Response Modifications

- **Allowing verbal responses** instead of written ones (or vice versa).
  - **Use of alternative formats** (typed vs. handwritten, audio recordings).
  - **Extended time** for responses and assessments.
  - **Reduced number of questions or items** without penalizing performance.
  - **Use of multiple-choice instead of open-ended questions**, if needed.
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### 4. Environmental & Behavioral Supports

- **Preferential seating** (e.g., near the teacher or away from distractions).
  - **Quiet workspace** for tests or assignments.
  - **Frequent breaks** or chunked tasks for students with attention difficulties.
  - **Positive behavior reinforcement and cues.**
  - **Clear routines and visual schedules.**
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### 5. Social and Communication Supports

- **Peer pairing or buddy systems.**
  - **Role-play and interactive games** to support communication practice.
  - **Scripted dialogues** for students with social communication needs.
  - **Explicit teaching of social norms and cultural context.**
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### 6. Grading and Evaluation Modifications

- **Modified grading criteria** focusing on effort, participation, or improvement.
- **Use of rubrics with clear, simplified expectations.**
- **Feedback focused on strengths and progress.**

## **Acceleration**

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**The following are lists of general acceleration strategies/ activities that be offered to students depending on their ability/ proficiency level:**

### **Acceleration Strategies for Gifted Learners**

#### **1. Independent Study or Projects**

- Allow students to choose a topic related to the language or culture and explore it in depth (e.g., music, history, literature, cuisine, current events).
- Can be presented as multimedia, presentations, essays, or portfolios.

#### **2. Tiered Assignments**

- Provide tasks that match or exceed the student's proficiency level (e.g., using more complex verb tenses or vocabulary earlier).
- Allow for open-ended questions and tasks requiring analysis, synthesis, or evaluation.

#### **3. Novel or Authentic Texts**

- Assign authentic reading and listening materials (e.g., news articles, podcasts, poems, or short stories in the target language).
- Provide discussion or analysis tasks afterward.

#### **4. Advanced Grammar and Vocabulary**

- Introduce complex grammar structures (e.g., subjunctive mood, idiomatic expressions) earlier than the class.
- Use higher-level vocabulary in assignments and conversations.

#### **5. Foreign Language for Specific Purposes (FLSP)**

- Tailor mini-units to student interests (e.g., business Spanish, medical French, travel-focused vocabulary).

#### **6. Dual Language Exploration**

- Let them compare two world languages or translate between their native language and the target one.
- Introduce etymology and language families.

#### **7. Mentorship or Peer Tutoring**

- Allow them to tutor classmates or lead group discussions.
  - Pair with a language teacher or native speaker mentor for conversation practice.
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## Sample Enrichment Activities for Gifted Students

- **Create a digital storybook or video diary** in the target language.
- **Write and perform a short play or skit** using extended vocabulary and grammar.
- **Translate songs, poems, or short stories** from English to the target language.
- **Create a blog, vlog, or podcast** about language and cultural topics.
- **Debate or discuss current global issues** in the target language.
- **Join or create a language club** or participate in language competitions.
- **Explore cultural comparisons**—e.g., compare government systems, education, or family life across countries.

## Stage III: Learning Plan

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- Lesson D1.1: La Llegada/ El Fan del Futbol
- Lesson D1.2: Vocabulario (Las personas)/ Gramatica (Los Pronombres)
- Lesson D1.3: Gramatica (el verbo ser)/ Comunicacion
- Lesson D2.1: Es Una Mujer Creativa/ D1 Review
- Lesson D2.2: Desafio 1 Quiz/ Vocabulario (caracteristicas fisicas)
- Lesson D2.3: Gramatica (los adjetivos)/ Comunicacion
- Lesson D3.1: La Quinceanera/ D2 Review
- Lesson D3.2: Desafio 2 Quiz/ Vocabulario (la familia)
- Lesson D3.3: Gramatica (2) el verbo tener/ expresar posesion
- Lesson D3.4: Comunicacion / D3 Review
- Lesson D4.1: Desafio 3 Quiz/ Estamos Nerviosos
- Lesson D4.2: Vocabulario (estados y sensaciones)/ Gramatica (el verbo estar)
- Lesson D4.3: Comunicacion / D3 Review
- Lesson D4.4: Desafio 4 Quiz/ Unit 1 Review games
- Unit 1 (Mexico) Test

## Diversity, Equity, & Inclusion

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## Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

## **Specific Resources for Unit**

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## **Technology Integration**

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.