

Unit 01: Journey to Spain

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Journey to Spain
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

- **Geography:** Identify the bodies of water and major cities of the Iberian Peninsula
- **World History:** Discuss government and brief history of Spain
- **Art:** Discuss famous art styles used in Las Fallas
- **Technology:** Use of the resources to familiarize with information and presentation of material

Technology Integration

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.

http://www.digitaldialects.com/Spanish/numbers_3I.htm

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.colby.edu/~bknelson/SLC/numeros.php>

<http://www.uni.edu/becker/Spanish3.html#sur>

<http://www.studyspanish.com/lessons>

Standard(s) Addressed

New Jersey Student Learning Standards – World Languages

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none">• Discuss the culture of Spain• Identifying some differences and similarities of Spain's major cities to ours• Recognizing its system of government and flag• Identifying Flamenco sounds and dance• Identify famous latinos	
<i>Mastery</i>	
Big Ideas/Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none">• Communication is the ability to understand and be understood in real world contexts.• Language and culture are mutually	<ul style="list-style-type: none">• How is the culture influenced by Spain's geography and previous rulers?• How do the traditions and customs from Spain compare with those of the United States?

<p>independent.</p> <ul style="list-style-type: none"> • 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. • Gain an understanding about Hispanic heritage month 	
Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Holidays celebrated in Spain • A brief synopsis of its history • Spain’s capital, geography and major cities • Vocabulary 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Identifying major cities of Spain • Using memorized chunks of language to explain Spanish cultural highlights

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices:
<ul style="list-style-type: none"> • Capitals/ Countries • Assessment Spain 	<ul style="list-style-type: none"> • Internet Activities (Interpretive Mode, Interpersonal Mode and Presentational Mode) • Checking for Understanding (Interpersonal

- [Hispanic Heritage Project](#)

Mode)

- Interpretive readings (Interpretative Mode)
- Applying vocabulary through writing (Presentational Mode)
- Listening Activities (Interpretive Mode)
- Picture Prompt Activities (Presentational Mode)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 0: Fostering students' socio-emotional learning (SEL) by

(a) grouping students in breakrooms/partners/groups to introduce themselves and compare and contrast their likes and dislikes

(b) completing a [Google form](#) about our class procedures and their personal background and preferences, and

(c) creating a Flipgrid or [Google Slides presentation](#) introducing themselves and talking about what they like/dislike and briefly comment to their peers' presentations.

Week 1

- Identify cultural information about Spain through a webquest
- Students apply their understanding of Spain's culture and compare it to the U.S.A
- Teacher led discussion about Spanish culture-ppt [short video on Spain's culture](#)
- Complete Spain information [worksheet](#)
- Identify Spain on the map of Europe and label [autonomous regions](#)

Week 2

- Gain an understanding about Hispanic heritage month

- Teacher led discussion about Hispanic heritage month
- [Youtube](#) video on Hispanic heritage month
- Investigate important people and information for my Hispanic heritage month project
- [Handout project](#) and teacher explanation with project model
- [Hispanic heritage video-Pitbull](#)
- [Additional video](#)
- Compare Hispanic culture to the culture of the U.S.A-Venn Diagram OR padlet

Week 3

- Identify famous latinos by learning about their achievements through a webquest and crossword
- Partner up and decide what information to search for based on the [crossword](#) for Hispanic Heritage Month
- Identify Spanish-speaking countries and their capitals
- [Sopa de palabras](#) of Spanish speaking countries
- Quizlet live using countries and capitals
- Recognize how people greet each other in Spain and compare it to the U.S.A
- [Spanish greetings video](#)
- Engage in a [reading](#) of common Spanish greetings and find cultural differences while also identifying new vocabulary in Spanish
- Compare Spanish greetings with that of their own by way of a venn diagram

Week 4

- Identify vocabulary and understand when to use it given different situations.
- [Video of Spanish greetings](#)
- Guided notes with [slides presentation](#)
- Quizlet live using new vocabulary from the reading understand the importance of Spanish holidays and learn new vocabulary related to each holiday
- Spanish [greetings](#) practice

Week 5

- Review greetings in Spanish by reading a dialogue and listening to a conversation and also identify cultural aspects unique to Spain
- Assessment based on Spanish greetings and culture.
- [Benchmark video](#)
- Complete questions based on a dialogue and listening comprehension
- Teacher led conversation on Spanish fiestas
- [Video of holidays in Spain](#)

Week 6

- [Vocabulary fill in](#) in pairs from the video and [presentation](#)
- Gain an understanding of Las Fallas and compare it to my culture
- Teacher led discussion about [Las Fallas](#) followed by [presentation with video](#) Answer the questions based on the video. [Mini book](#)
- [Questions](#) based on the video and presentation- students will complete in Google classroom
- Identify new vocabulary-[slide presentation](#) with [guided notes](#)
- Quizlet using vocabulary

Week 7

- Gain an understanding of *La fiesta de San Fermin?*
- Teacher led discussion about La fiesta de San Fermin-[video](#)
- [Identify new vocabulary-slide presentation](#) with [guided notes](#)
- Reading in pairs about [La fiesta de San Fermin](#)
- Questions based on the reading- students will complete in Google classroom

Week 8

- *Compare Las Fallas and La fiesta de San Fermin*
- Turn and talk: If you had to choose which festival to go to, which would you choose and why?
- gain an understanding of *La feria de abril de Sevilla* by identifying new words associated to the festival and comparing it to my culture
- Teacher led discussion about *La feria de abril* -use of props
- [Video](#) on *La feria de abril* - [questions](#) based on video

- Slides presentation about the fair
- [Questions](#) based on presentation.
- New [slides vocabulary- La feria de abril](#) Students will fill out [vocabulary](#)
- Quizlet activities using new vocabulary

Week 9

- recognize foods in Spanish by listing them and comparing them to my culture
- [Edpuzzle about food in Spain](#)
- [Powerpoint presentation](#) about foods in Spain
- [Guided notes](#) following ppt
- gain an understanding about popular sports in Spain by identifying vocabulary through videos and images
- Watch [edpuzzle video](#) and answer the questions to follow.
- [Slides presentation](#) with vocabulary
- [Vocab.](#) associated with sports
- identify cultural aspects of Spain through art and dance by watching a video
- Complete the video and questions on flamenco dance and Spanish art through [Edpuzzle](#)
- [Slides presentation](#) with vocabulary
- [Vocabulary](#) associated with flamenco/art
- Review [content through various activities](#)
- Assessment

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Song and video clip of popular Spanish holidays

- Get Outta Town video and comprehension questions
- Gaming resources
- Quizlet
- Study guides/discussion guides
- Criteria and grading rubric for major assessments
- Youtube video clips
- Google Slides with pictures and vocabulary

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ, and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

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 Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	