

# Unit 01: Nosotros los Estudiantes

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 1

<b>Unit Title:</b>	Nosotros los Estudiantes
<b>Suggested Duration:</b>	<b>8 weeks</b>

## Interdisciplinary Connections

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

Reinforces some of the knowledge the students acquired in their Social Studies and English classes.

## Technology Integration

Technology Integration
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: 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.</p>

- Use of interactive board (ActivBoard and ActivInspire / SmartBoard)
- Use of Chromebooks and iPads in the classroom

- Use of Google Classroom
- Use of Digital flashcards
- Use of Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- Internet sites

[www.laits.utexas.edu/spe/](http://www.laits.utexas.edu/spe/)

<http://www.ver-taal.com/index.htm>

[www.teachertube.com](http://www.teachertube.com)

<http://www.celta.net/lessons/>

<http://www.spaleon.com/conj.php>

<http://spanish.about.com/>

<http://www.elmundo.es/>

<http://www.bbc.com/mundo>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.rtve.es/>

<http://www.cervantes.es>

<http://edu.glogster.com/>

<https://llevatilde.es/>

<http://www.rae.es/>

<https://www.wordreference.com>

## **Standard(s) Addressed**

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**The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.**

FL.IM.7.1.IM.IPERS

Interpersonal Mode of Communication

FL.IM.7.1.IM.IPRET

Interpretive Mode of Communication

FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication

## STAGE I Desired Results

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Fill out a college application in the target language.</li> <li>• Participate in a college admission interview in the target language.</li> <li>• Compare and contrast the educational system in the US with that of Spanish-speaking countries.</li> <li>• Analyze the educational systems of Spanish-speaking countries.</li> <li>• Discuss their secondary school experiences.</li> <li>• Discuss their future educational plans.</li> <li>• Reflect and debate how the study of Spanish has benefited them.</li> </ul>	
<b><i>Mastery</i></b>	
<p><b>Big Ideas/Understanding</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually independent.</li> <li>• Learning languages provides connections to additional bodies of knowledge.</li> <li>• Learning languages allows students to realize there are multiple ways of viewing the world.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How have I contributed to my educational experience?</li> <li>• How have I benefited from my study of Spanish?</li> <li>• How will a university education benefit me?</li> <li>• How does the educational system in the US compare with that of Spanish-speaking countries?</li> <li>• How does the importance of education in the past compare with the importance of education today?</li> </ul>

- Language students have the ability to participate in multilingual communities.

- Are high schools in the US preparing students for higher education?

### **Acquisition**

#### *Students will know . . .*

- The differences between the American educational system and that of the Spanish-speaking countries.
- How to apply to college in a Spanish-speaking college
- The following vocabulary –
  - la admisión
  - la aprobación
  - la academia/ el académico
  - el alojamiento
  - el aprobado
  - aprobar
  - el aprendizaje
  - los apuntes
  - el arreglo/ el acuerdo
  - la asistencia
  - asistir
  - el aula, el salón de clase
  - la ayuda
  - la beca
  - la calidad
  - el campo

#### *Students will be skilled at . . .*

- Filling out a college application in the target language.
- Participating in a college admission interview in the target language.
- Comparing and contrasting the educational system in the US with that of Spanish-speaking countries.
- Evaluating the educational system of Spanish speaking countries.
- Discussing their secondary school experiences.
- Discussing their future educational plans.
- Reflecting and debating on how the study of Spanish has benefited them.

el capítulo

la carrera

el (la) decano(a)

la deuda

el doctorado

didáctico

el encuesta

la escuela secundaria

la escuela primaria

la investigación

la licenciatura

la maestría

la materia, la asignatura

la matrícula

la mente

la nota

la nota de suspenso

el papel

el premio/ el galardón

el préstamo

la rama

el reembolso

el requisito

la sabiduría

la solicitud

el título

el título universitario

contrastar

compartir

cumplir

enseñar

faltar a

Intercambiar

Investigar

tomar apuntes

matricularse

mejorar

proveer, proporcionar

rechazar / ser rechazado

repasar

rellenar

solicitar

suspender

suspenso/ suspendido

transferir

distraído

financiero

darse de baja/alta

de antemano/ con antelación

dejar de + infinitivo

estar al día

por escrito

por lo menos

prestar atención/ estar atento

sin embargo/ no obstante

- The following grammar points
  - Future Tense
  - Conditional Tense
  - Ser vs. Estar

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>(Integrated Performance Assessment)</p> <p>Assessments:</p> <ul style="list-style-type: none"><li>• Project – “La Universidad Perfecta” (Interpretive and Presentational Mode)</li></ul> <p>Students need to research a Spanish-speaking college or university. They create a Google slide or Powerpoint presentation of a Spanish-speaking college or university (go to <a href="http://www.cursosycarreras.com">www.cursosycarreras.com</a>) Their presentation must showcase the college or university of their choice.</p> <ul style="list-style-type: none"><li>• Interview – “La Entrevista de Admisión” (Interpersonal Mode) Students will be participating in a college admissions interview. The interview will be with the Spanish teacher who will be acting as the admissions officer. Students will be given a list of topics they could be asked about during the interview.</li></ul>	<p>Practices:</p> <ul style="list-style-type: none"><li>• Checking for Understanding (Interpersonal Mode)</li><li>• Reading Comprehension Activities (Interpretive Mode)</li><li>• Listening Activities (Interpretive Mode)</li><li>• Writing Activities (Presentational Mode)</li><li>• Picture Prompt Activities (Presentational Mode)</li><li>• Students’ conversations / Communicative Activities such as role play (Interpersonal Mode)</li><li>• Internet Activities (Interpretive and Presentational Mode)</li></ul> <p>Assessments:</p> <ul style="list-style-type: none"><li>• Journals (Presentational Mode)</li><li>• Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)</li></ul>
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 1:** Introductions and review of what the students should already know about the unit.

- Go over the Classroom Expectations and talk about Spanish Names.
- Go over the procedure to use the laptops in the classroom.
- The students will use the laptops to sign up in “Google Classroom” and to access educational sites like “Flipgrid, Google Forms and Quizlet”.
- Complete a survey about our class procedures and their personal background and preferences on a “Google form”
- Communicative activity. Complete an activity on “Flipgrid” introducing themselves and talking about what they like/dislike and briefly comment to their peers’ presentations.
- Written activity about what they expect from the class and about their role as students of Spanish.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.

**Week 2:** Introduction of new vocabulary

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentences. Diario 1 - Descripción personal.
- Using Google Slides, PowerPoint, Prezi and other educational digital platform to create presentations of unit vocabulary and games (Jeopardy, Hollywood Squares, etc)
- Using electronic flashcards of unit vocabulary words (Quizlet)
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.

**Week 3:** College Application.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure. Diario 2 - Mi familia.

- Fill out a college application in the target language.
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.
- Develop their writing skills through essays and directed compositions. Students will write a biography to attach to their application.

**Week 4:** Discuss their secondary school experiences and their future educational plans.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure. Diario 3 - Mi ciudad y mi vecindario.
- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.
  - “Saber qué Hacer Cuando Cumplas 18”
  - “Es la Universidad Conveniente Para Todos”
  - “La Vida Después”
  - “Llegó la hora de solicitar admisión a la universidad”
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
  - “Describe Qué y Dónde Estudias“
  - “Describe Qué Hacías Antes de Ir a la Universidad”
  - “La Universidad de Alcalá”
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

**Week 5:** Project – “La Universidad Perfecta”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure. Diario 4 - Mis clases favoritas.
- Research a Spanish-speaking college or university.
- Create a PowerPoint presentation of a Spanish-speaking college or university. The presentation must showcase the college or university of their choice.
- Formulate and answer direct response questions using previously acquired vocabulary.

- Use context clues and background knowledge to guess the meaning of unfamiliar words..

**Week 6:** Presentation of project – “La Universidad Perfecta”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure. Diario 5 - Mis clases más difíciles.
- Watch and evaluate each other’s presentations of their project “La Universidad Perfecta”
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Class discussion.

**Week 7:** Preparing to participate in a college admission interview.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure. Diario 6 - El tiempo en NJ.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos) to answer questions about the possible topics for the interview.
  - o Intereses
  - o Pasatiempos
  - o Classes
  - o Familia
  - o Ellos mismos

**Week 8:** Participate in a college admission interview.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure. Diario 7 - Mis mejores amigos.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Answer questions about the following topics:
  - o Intereses
  - o Pasatiempos
  - o Classes

- Familia
- Ellos mismos

### Modifications

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

### Specific Resources for Unit

#### Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Google Classroom
- Digital flashcards
- Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- ActivBoard and ActivInspire / SmartBoard
- Spanish English Dictionary.
- 501 Spanish verbs
- Maps, charts and other graphics
- Teacher created materials
- CDs and DVDs
- Current articles from online Spanish-speaking newspapers
- Chromebooks and iPads
- Internet sites

[www.laits.utexas.edu/spe/](http://www.laits.utexas.edu/spe/)

<http://www.ver-taal.com/index.htm>

[www.teachertube.com](http://www.teachertube.com)

<http://www.celta.net/lessons/>

<http://www.spaleon.com/conj.php>

<http://spanish.about.com/>

<http://www.elmundo.es/>

<http://www.bbc.com/mundo>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.rtve.es/>

<http://www.cervantes.es>

<http://edu.glogster.com/>

<https://llevatilde.es/>

<http://www.rae.es/>

<https://www.wordreference.com>

## **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.

## **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.	