

Unit 01: Hola, Que tal?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Hola, ¿Qué tal?
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>Social Studies/Physical Education --Geography-The different activities/sports that young people do in Columbia and Venezuela.</p>
<p>Art-Botero and his world.</p>
<p>English-Literature on Gabriel Garcia Marquez</p>
<p>Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.</p>

Technology Integration

Technology Integration
<p>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.</p>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

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

<http://www.abcteach.com/directory/languages/spanish/>

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

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

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

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

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

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

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

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

<http://www.laits.utexas.edu/spe/index.html>

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

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

Standard(s) Addressed

Standard 7 [World Language](#)

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (World Language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

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<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
describe how the culture of a specific country reflects the everyday activities performed by its people.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real 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 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How does the culture of a specific country reflect the everyday activities performed by its people? • What are the differences between the activities performed between 2 young groups in 2 countries? • How can students demonstrate the different ways to carry out a dialogue with people from other countries?

<p>viewing the world.</p> <ul style="list-style-type: none"> • Language students have the ability to participate in multilingual communities. 	
Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Greetings • School related activities • Descriptions • After school activities, jobs • Types of movies • Likes and Dislikes <p>Language structure in context</p> <ul style="list-style-type: none"> • Present tense • Verbs ending in -cer, -cir • Adjectives gender and number • Use SER and ESTAR with adjectives • Use of the, qué and cuál/cuáles • Use SER to describe occupation and professions. • Verb GUSTAR and others verbs like GUSTAR 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Greeting friends on the first day of school. • Talking about school activities • Using regular and irregular verbs in present tense. • Describing Colombia and its people. • Talking about cultural and recreational activities in Bogota. • talking about being successful in school • using adjectives and ser/estar to describe people and things • talking about Fernando Botero and his work • Talking about recreational activities • talking about jobs and occupations • asking questions using qué and cuál • describing professions and occupations using ser • talking about movies and TV shows • expressing opinions using gustar and similar verbs • Reading and discussing a short story by Gabriel Garcia Marquez

Practice	Assessments
<p>Practice</p> <ul style="list-style-type: none"> • Vocabulary slides presentation • Games to practice unit vocabulary (jeopardy, bingo, etc) • Teacher-created digital activities for unit vocabulary practice • Use of Quizlet cards to review unit vocabulary • Students complete two activities from insert choice board. These activities are meant to further foster SEL. Students will complete these activities both orally and in writing. • Completion of info survey from classmates info from choice board based on the information shared during Choice Boards activities. 	<p>Assessments</p> <ul style="list-style-type: none"> • Interpretive assessment Vocabulary assessment • Interpersonal Assessment: Gustar FlipGrid post about the things and activities they like.(Gustar and verbs like gustar) • Presentational assessment: Create a Brochure for students studying abroad in Colombia or Venezuela. • Interpretive assessment: Ser/ Estar Google form <p>Other Evidence: formative daily assessments</p> <ul style="list-style-type: none"> • Vocabulary Gaming • Oral activities <ul style="list-style-type: none"> • Show and tell • Presentations, Dialogues • Class discussions • Answering yes and no, direct response questions using previously acquired vocabulary • Presentation both face-to-face and recorded of the Unit's practices, products, and perspectives • Listening activities <ul style="list-style-type: none"> • Watch videos in Spanish. • Listen to songs in Spanish. • Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard • Reading Comprehension Activities • Communicative (interpersonal) Activities, Information Gap Activities • Whiteboards and/or digital comprehensive activities to practice unit language structures and

vocabulary

All courses follow a [balanced assessment system](#) with Practice and Assessments.

Modifications

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

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

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Organize plan by weeks

Summary of Key Learning Events and Instruction

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

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

- (a) grouping students in break rooms to introduce themselves describing something interesting/boring about themselves using their fund of knowledge as much as possible
- (b) completing a survey about our class procedures and their personal background and preferences
- (c) creating a Flipgrid presentation introducing themselves and talking about their preferences, interests, etc. and briefly comment to their peers' presentations.

Week 1: Introduction of new vocabulary (De vuelta al colegio) and review Present tense and verbs ending in -cer and -cir; Beginning of our Hispanic Heritage Month Celebration with an [interactive presentation](#) and follow up with engaging activities.

- Slides presentation and teacher created instructional videos off ([Vocabulary Slides-Unidad 1](#)).
- Games to practice unit vocabulary (jeopardy, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice
- Use of Quizlet cards to review unit vocabulary ([Quizlet-Vocabulario de la Unidad 1](#))
- Students complete two activities from (insert choice board). These activities are meant to further foster SEL. Students will complete these activities both orally and in writing.
- Completion of (info survey from classmates info from choice board)based on the information shared during Choice Boards activities.
- Teacher will demonstrate the following presentation of the verbs:
- Students will practice El presente indicaivo through by the use of exercises [El Presente indicativo](#)

Week 2: Continuation of new vocabulary (De vuelta al colegio)and review El presente indicativo.Continuation of the Celebration of Hispanic Hispanic Heritage Month.

Describe a series of pictures-¿Qué está pasando?(insert pictures)P

- Utilizing FlipGrid - digital cooperative platform

- Individual whiteboards to practice unit vocabulary

Answer direct responses to questions using acquired vocabulary

Using breakroom to foster students interpersonal communication

- Individual whiteboards to practice unit vocabulary

Modifications

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

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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

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAFE)

- Maps
- Sites
- Forms
- Drive
- Classroom
- Slides
- Add ons

- Internet

- Youtube.com videos for oral comprehension and grammar tutorials
- Quizlet.com
- Wordreference.com
- Yabla.com
- <https://www.laits.utexas.edu/spe/>
- Audiolingua
- Videole
- Flipgrid
- Padlet
- Socrative
- Quizizz
- Edpuzzle
- Gimkit
- Thinglink
- Liveworksheets

- Texts

- Classroom Instruction That Works by Robert J. Marzano

- Spanish-English Dictionary
- Teacher created practice assignments
- Authentic reading materials for comprehension exercises
- Qué chévere! 3
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

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

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

Use of technology throughout lessons on a daily basis.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
<p>Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries</p> <p>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 Core Idea and Performance Expectation from NJDOE link above.</p>	