

Unit 01: Bienvenidos a mi Escuela Copied from: Spanish I / 8th Grade, Copied on: 06/23/25

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	<i>Bienvenidos a mi Escuela</i>
Suggested Duration:	<i>8 weeks</i>

Interdisciplinary Connections

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

Geography – maps of Spanish Speaking countries.

Math – numbers

History – important dates in Spanish

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.

Computer, Smart/ Activ board and internet

Teacher created powerpoints

Review games and activities

Listening to podcasts, audio recordings etc.

Kahoot/quizlet

Standard(s) Addressed

[The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.](#)

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

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>	
Big Ideas/Understanding <i>Students will understand that...</i> <ul style="list-style-type: none">• Communication is the ability to understand and be understood in real world contexts.	Essential Questions <ul style="list-style-type: none">• What are the similarities and differences of the American student's life in comparison to a student's life in a Spanish speaking country?• How does communicating and addressing others

- 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.

in America differs from that of a Spanish speaking country?

- What are some of the cultural and linguistic similarities and differences between America and the Spanish speaking world?

Acquisition

Students will know . . .

Vocabulary relating to:

- School
- Basic introduction dialogue
- Time
- Calendar and schedule
- Likes and dislikes
- Numbers 0 to Current Year(For the calendar and years of birth)
- Subject pronouns- yo, tú, usted
- Discuss the difference between tú and usted culturally
- nosotros, vosotros, ustedes
- Indefinite and definite articles

¿Puedo ir.....?

A la biblioteca

A la oficina

A la cafeteria

A la enfermeria

Students will be skilled at . . .

- Learning to greet people formally and informally.
- Expressing simple courtesies and exchanging information.
- Saying goodbye to people
- Comparing and contrasting cultural practices during situational activities.
- Asking and giving dates.
- Expressing likes and dislikes associated with school
- Describing their daily school and routine

A la consejera

Al baño

Al armario

Al gimnasio

A la fuente de agua

Hola

Buenos Dias

BuenasTardes

Buenas Noches

Mucho Gusto

Es un placer

El placer es mío

Adios

Hasta Luego

Hasta mañana

Chao

¿Cómo estás? ¿Cómo está Ud.?

Yo estoy.....

Bien

Muy bien

De Mal Humor

Así-Así

Cansado/a

Enfermo/a

Triste

Contento/a/Feliz

Preocupado/a

Nervioso/a

Enojado/a

Ocupado/a

(muchas)gracias

De nada

Lo siento

Perdón

Por favor

¿Cómo te llamas /se llama Ud.?

Me llamo...

¿Cómo se llama el/ella?

Se llama...

¿De dónde eres?

Yo soy de

¿De dónde es él/ella?

El/ella es de

¿Dónde vives?

Vivo en una casa / Apartamento/Un Piso

¿Qué tal?

¿Qué pasa?

Nada.

Review Days, Months, Dates

¿Qué día fue ayer?...

¿Qué día es hoy?

¿Qué día es mañana?

Los días de la semana

La semana

El fin de semana/los fines de semana

Todos los días

Los meses del año

Calendario

¿Cuál es la fecha de hoy/de mañana?

Time

¿A qué hora es...?

¿Qué hora es?

de la mañana

de la tarde

de la noche

Es la una/Es mediodía/Es media noche

Son las

A la/ A las

Media

Cuarto

Horario- Schedule

¿ A qué hora es.....?

A la/las (time) es.....

¿A qué hora tienes.....?

Tengo.....

A la/las (time)

¿A qué estás en la clase de

Estoy

La escuela

El horario

La clase de

El almuerzo

El álgebra

El español

La agricultura

La tecnología aplicada

La salud

La geometría

El arte

El teatro

El inglés

Las matemáticas

La historia

La educación física

Las ciencias

La clase de computadoras

La banda

El coro

Es difícil

Es fácil

Es aburrido

Es divertido

Los objetos de la clase

- el altavoz-
- la bandera-
- el bolígrafo (la pluma)-
- el borrador
- la goma
- la calculadora –
- el calendario-
- la carpeta de tres aros (binder)
- la carpeta-
- la cinta-
- la computadora-
- la pantalla
- el ratón
- la impresora
- el teclado
- el cuaderno -
- el diccionario -
- el escritorio
- el estudiante/ la estudiante/
- la grapadora-
- el lápiz
- el libro
- el marcador-
- la mochila-
- el papel-
- el pegamento-

- el pizarrón/la pizarra
- el/ profesor/el maestro (favorito)
- la profesora/la maestra (favorita)
- la regla-
- el basurero
- la papelera de reciclaje
- el reloj-
- el sacapuntas-
- las tijeras-
- los sujetapapeles
- la pared
- las ventanas
- la puerta
- el mapa
- la mesa
- la silla
- la luz

Other Vocabulary

- la camiseta
- los tenis
- los pantalones cortos
- el balón
- la pelota
- el dinero
- la comida

Definite and indefinite articles

¿Qué necesitas para la clase de.....

¿Qué usas para la clase de.....

¿Qué tienes.....

Tú necesitas

Yo necesito

Tú usas

Yo uso

Tú tienes

Yo tengo

- Me gusta/A mi
- Te gusta/A ti
- Le gusta/A el-ella-ud

Trabajar

Hacer tarea

Jugar deportes/videojuegos

Leer

- el libro
- la revista

Escuchar

- la musica
- las noticias

Hablar

Cantar

Caminar

Estudiar

Correr

Ir de compras

Ir al cine

Ir al parque

Viajar

Escribir

Usar la computadora

Dibujar

Pasar un rato con los amigos

Tocar un instrumento

Tomar apuntes

sacar buenas/malas notas

hacer ejercicio

hacer tarea

masticar chicle

Bailar

Pescar

Nadar

Descansar

Montar

- en bicicleta
- a caballo

Mirar

- la televisión
- la película

Estudiar

Cocinar

- la comida

Other Vocabulary

ella

él	
con	
quién	
más	
mucho	

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
Unit Evaluation (Interpretative, presentational modes)	<ul style="list-style-type: none"> • Vocabulary • Mini dialogues (Interpersonal mode) • Picture Prompt Quizzes (Interpretive and presentational modes) • Written, oral and listening tasks (Interpretive and presentational modes)
Modifications	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)	

Other Evidence:

- Playing games to practice unit vocabulary (bingo, jeopardy,kahoot, quizlet, etc.).
- Oral activities
 - Presentations, dialogs and skits.
 - Class discussions.

- Answering direct response questions using previously acquired vocabulary.
- Peer conversations
- Written practices to help them learn to express their ideas using simple words and sentences (lower level of sophistication)
- Listening activities
 - Use Yabla to listen to conversations in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard.
 - Listen to conversational videos via youtube
- Reading activities.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)
- Using individual whiteboards to practice unit grammar and vocabulary

STAGE III Learning Plan

Week 1 - Introductions and review of what the students should already know about the unit.

- Reasons for leaving the classroom in Spanish
- Using PowerPoint presentations of unit vocabulary.
- Playing games to practice unit vocabulary (jeopardy, bingo, kahoot, quizlet, etc)
- Using teacher created activities for unit vocabulary practice
- Using individual whiteboards to practice unit vocabulary
- Impromptu dialogues(greetings, responding phrases, introductions and goodbyes

Week 2-Introduce ¿De donde eres?

- Introduce estar via ¿Como estas? ¿Como esta Ud.?
- Quizlet-feelings vocabulary
- Powerpoint vocabulary on feelings
- Using teacher created activities for unit practice
- Peer dialogues
- Answer direct responses to questions from teacher

Week 3-

- Quizlet review of vocabulary
- Writing Prompt for Interpersonal conversation
- Peer editing of dialogues
- Presentational assessment

Week 4– Introduce and review Calendars, Numbers and Time(0-1000)

- Using PowerPoint presentations of unit vocabulary
- Playing games to practice unit vocabulary (jeopardy, bingo, etc)
- Using teacher created activities for unit vocabulary practice
- Using individual whiteboards to practice unit vocabulary
- Answer direct responses to questions using acquired vocabulary
- Impromptu dialogues adding on to last weeks vocabulary and using the new vocabulary learned
- Listen to songs and watch short videos
- Writing in their journal simple sentences of what they learned

Week 5 Introduce Time, classes and classroom objects

- Using PowerPoint presentations of unit vocabulary Playing games to practice unit vocabulary (jeopardy, bingo, kahoot, quizlet,etc)
- Using teacher created activities for unit vocabulary practice
- Using individual whiteboards to practice unit vocabulary
- Impromptu dialogues adding on to last weeks vocabulary and using the new vocabulary learned
- Answer direct responses to questions using acquired vocabulary
- Writing in their journals about a class, the teacher and object used and the time of the class

Week 6-7 Introduce Like, Dislike and Activities

- Using PowerPoint presentations of unit vocabulary
- Playing games to practice unit vocabulary (jeopardy, bingo, etc)
- Using teacher created activities for unit vocabulary practice
- Using individual whiteboards to practice unit vocabulary
- Impromptu dialogues adding on to last weeks vocabulary and using the new vocabulary learned
- Answer direct responses to questions using acquired vocabulary
- Group and paired Activities
- Write in their journal about a class they like and don't like and what activity they like and don't like to

do in those classes

Weeks 8

- Review for Unit summative assessment
- Whiteboard review
- Quizlet/kahoot review
- Give Unit Evaluation (Presentational, interpretive)

Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

- Maps, Props and Realia.
- Teacher created worksheets and information
- Power points
- Audio activities
- Spanish English Dictionary
- Internet sites

<http://www.studyspanish.com/tutorial.htm>

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

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

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

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

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

<http://a4esl.org/>

www.quizlet.com

www.kahoot.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 Core Idea and Performance Expectation from NJDOE link above.

