

# Unit 01: ¿Quién soy yo?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 1

<b>Unit Title:</b>	¿Quién soy yo?
<b>Suggested Duration:</b>	<b>5 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<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>
<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>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Sociology : Describing people

Math: Weight and height and conversions

Geometry: Shapes related to body structures

Art: Drawing and use of color, describing art

English: Interpretive reading comprehension

## Technology Integration

Technology Integration
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.

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://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.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/>

<http://www.rutaele.es/a2/>

<https://www.madrid.es/portal/site/munimadrid>

## **Standard(s) Addressed**

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### **Source of Standards**

#### [New Jersey Student Learning Standard for World Languages](#)

- New Jersey Student Learning Standards 2020
  - World Language: Spanish III
  - [21st Century Skills/Career Ready Practices](#)
  - [Technology Standards](#)
  - [https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)

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**

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<b>STAGE I Desired Results</b>
<b><i>Objective (Transfer)</i></b>
<i>Students will be able to independently use their learning to...</i>

Give a physical description and describe personality traits of themselves and others.

**Mastery**

**Big Ideas/Understanding**

*Students will understand that...*

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- 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.

**Essential Questions**

- How can learning about the Hispanic Community help you understand the dynamics of cultural integration?
- Why is it important to understand the differences and similarities between you and your peers?
- How does correct communication help to avoid misunderstanding?
- How can personalizing what you have learned help you understand all cultures?

**Acquisition**

*Students will know . . .*

Vocabulary relating to:

**Adjetivos**

- Amable
- Agresivo(a)
- Atrevido(a)

*Students will be skilled at . . .*

- Students will be able to give a physical description of themselves and others.
- Students will be able to describe personality traits of themselves and others.

- Cariñoso(a)
- Chismoso(a)
- Comprensivo(a)
- Considerado (a)
- Creativo(a)
- Desagradable
- Descarado(a)
- Desorganizado(a)
- Egoísta
- Fiel
- Maduro(a)
- Mimado(a)
- Modesto(a)
- Obediente
- Romántico(a)
- Trabajador (a)
- Travieso(a)
- Valiente
- Vanidoso(a)
- De edad mediana
- Es mayor
- Es mayor que
- Es menor
- Es menor que
- Calvo (a)
- Canas

- La cola de caballo
- El flequillo
- Teñido (a)

### **El Cuerpo**

- ¿Cuánto pesas?
- ¿Cuánto pesa(n)?
- Peso # libras
- Pesa(n) # libras
- Antónimo
- Sinónimo
- Grueso
- Esbelto
- Redondo
- Circular
- Cuadrado

### **La Cara**

- ovalado
- ovalo
- cuadro
- triangular
- triángulo
- el lunar
- la barba
- el bigote
- las pecas
- los lentes de contacto
- los anteojos

## La Estatura

- ¿Cuánto mides?
- ¿Cuánto mide(n)?
- Mido # pies # pulgadas
- Mide (n) # pies # pulgadas
- De talla mediana

## Language structure in context

- Describing people in the past applying preterite tense
- Describing how people used to be applying the imperfect tense
- Tener
- ser
- estar

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"><li>• <a href="#">Interpretive Vocabulary Assessment</a></li><li>• <a href="#">Interpersonal Assessment</a></li><li>• <a href="#">Presentational Assessment ¿Quién soy yo? - Un día especial</a></li></ul> <p>These assessments target the three modes of</p>	<p>Classroom oral and written interactions and individual written activities. All formative assessments that are not impromptu conversations are recorded in our GC and Flipgrid.</p>

communication: Interpretive, presentational, and interpersonal.

### Modifications

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

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
  - 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
  - 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

## 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 break rooms to introduce themselves describing something interesting/boring about themselves using their fund of knowledgeas much as possible,

(b) completing a survey about our class procedures and their personal background and preferences, and

(c) creating a Flipgrid presentation introducing themselves and talking about their preferences, interests, etc. and briefly comment to their peers' presentations.

**Week 1** - Continue introducing themselves in the TL and describing how they feel. Review of what students should already know about the unit. 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 [unit vocabulary](#).
- 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 [a choice board](#). These activities are meant to further foster SEL. Students will complete these activities both orally and in writing.
  
- Completion of [interpretive tasks](#) based on the information shared during Choice Boards activities.

**Week 2:** Introduction of new vocabulary (*La Personalidad*) and review ser and estar. Continuation of the Celebration of Hispanic Hispanic Heritage Month.

- Describe a [series of photos](#).
- Slides presentations and [Flashcards](#) of unit vocabulary and language structure review to talk about the past: preterit and imperfect tenses.
- Practice unit vocabulary ([describe the pictures. \(P\)](#))
- Utilizing FlipGrid - digital cooperative platform
- Teacher-created digital activities for unit vocabulary practice Talk about physical [appearance and personality traits](#)
- Individual whiteboards to practice unit vocabulary

Answer direct responses to questions using acquired vocabulary

Using breakroom to foster students interpersonal communication for hybrid/remote students

Impromptu dialogues adding on to last week's vocabulary to incorporate new vocabulary

Self-directed [Google Form](#) with immediate feedback

Presentation of African and Indigenous Heritage and their legacy to US culture. Students interact with digital presentations.

**Week 3:** Introduction of new vocabulary (*La Apariencia Física*) and review of language structures to talk about the past applying preterit and imperfect. Continuation of HHM Celebration. Celebration of *Week of Respect*. Start compiling data for initial SGO data.

Teacher-created communicative activities for unit vocabulary practice

- Read and interpret descriptions with their partner
- Interview their peers using the unit vocabulary
- Use SmartPhones to look up three friends on their Facebook or Google+ accounts and describe their appearance, clothing and personality in a table
- Describe la foto de la familia \*Manuel Antonio Caro painting “Zamacueca” and la foto de la familia \*Botero painting [“La Familia”](#)

Answer direct responses to questions using acquired vocabulary

Impromptu dialogues adding on to last week’s vocabulary to incorporate new vocabulary

Interpret a short video [Un robo en la academia](#)

Interpret [authentic audios](#)

Students discuss about the effect of Nature in their lives and describe unforgettable moments spent in contact with Nature completing [interpersonal/interpretive/and presentational tasks](#)

Presentation of historical/famous people of Hispanic origin. Students learn about their chosen personalities by reading and presenting fun facts about their lives. [Activity](#)

**Week 4:** Application of new vocabulary and practice review for next week’s interpersonal assessment. Interpersonal tasks are difficult to accomplish at this proficiency level without prior practice and abundant input. Due to the nature of remote learning, the use of digital interactive platforms are important to effectively aid classroom practice. Continue compiling data for initial SGOs data.

- Discuss and brainstorm and begin gathering information
- Use of Quizlet and Flipgrid
- [Interpretive Vocabulary Assessment 1](#)
- Applying newly learned targeted vocabulary to describe how people were in their childhood and how they are today. [Describe a la familia](#)
- Using breakroom to foster students interpersonal communication [Personality Interview](#)

**Week 5:** Culmination of unit

- [Listening interpretation](#)
- Applying newly learned targeted vocabulary to describe physical traits [Describe la foto](#)
- Read and interpret descriptions [Interpretive Practice](#)
- Closing the Unit with Second [Summative assessment](#). with [interpretive section](#) Finishing compiling data for SGOs first check point.

### 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 Apps For Education (GAPE)
  - 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
  - Videoele
  - Flipgrid
  - Padlet
  - Socrative
  - Quizizz
  - Edpuzzle
  - Thinglink
  - Liveworksheets
- Texts
  - Classroom Instruction That Works by Robert J. Marzano
  - Spanish-English Dictionary
  - Teacher created practice assignments
  - Authentic reading materials for comprehension exercises
- Teacher-created worksheets and information
- Technology
  - iPads
  - Chromebooks

- Personal Devices/Phones
- Screencastify
- Viewsonic / myviewboard
- Loom
- Remind

## **Diversity, Equity, & Inclusion**

### [Diversity, Equity & Inclusion](#)

The 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.	