Spanish 1 Unit 1

Content Area:
Course(s):
Time Period: **September**
Length: **30-40 days**
Status: **Published**

Targeted Standards

Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NH.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NH.IPRET.4:Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NH.IPRET.5:Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics

	and themes.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Rationale & Transfer Goals

Students will learn to convey appropriate greetings and farewells and basic expressions of emotion and physical well-being in Spanish. Students will be able to communicate using memorized words and phrases to identify familiar objects and respond to familiar questions about themselves such as their own name, their classroom, and school friends. In addition, students will develop oral and written communication skills to describe physical descriptions and their body.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Students will understand that listening for familiar words like cognates will give them clues to help them figure out what the speaker is saying.
- Learning a different language/culture leads to greater understanding of one's own culture.
- Language learning involves taking risks and learning from one's mistakes.
- The concept of time is different in Hispanic cultures.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- What is communication? What do you need to be able to do in another language to communicate?
- How can I better understand when I do not know everything I read and hear?
- How do you greet someone in Spanish?
- How do names differ in Spanish from names in English?
- How are introductions made in Spanish?
- What are proper gestures to use when meeting someone new?
- When do you speak formally and informally?
- How would you say hello and goodbye in Spanish?

- How would you ask someone their name in Spanish?
- How would you tell someone their name in Spanish?
- How do I ask how someone is feeling in Spanish?
- How can I describe what someone looks like using adjectives in Spanish?
- How can I say my body parts in Spanish?

Content/Objectives

Content - What students will know

- Commands and instructions for basic classroom procedures in Spanish
- Greetings and leave-taking expressions in Spanish
- Introduction of self/others in Spanish
- Spanish Names
- Structure questions/responses in Spanish
- Courtesies in Spanish
- Express emotions/feelings
- Cognates
- Numbers 1-100 in Spanish
- Body parts
- Tell time
- Weather conditions
- Seasons
- Calendar

Skills - What students will be able to do

- Request someone else's name and respond to a request for their own name in Spanish
- Differentiate between the use of formal and informal greetings
- Request and express degree of physical well-being in Spanish (bien mal, asi-asi) (¿Cómo estás?)
- Use appropriate gestures for greetings and leave taking from the target culture
- Ask and answer, may I use the bathroom? and may I get some water? in Spanish
- Use kind words such as thank you, yes, no, your welcome, sorry etc…
- Identify numbers 1-100
- Identify body parts
- Use the Spanish alphabet to spell words
- Talk about things in the classroom
- Use nouns in a sentence
- Use singular definite articles with the proper nouns
- Use the word “hay” and “cuantos” in a sentence
- Recognize the use of the verb hacer

Instructional Activites

Evidence (Assessments) - How we know students have learned

- Teacher Observation
- Class participation
- Completed practice worksheets/workbook
- Listening/writing activities
- Homework practice
- Quiz on vocabulary/grammar recognition

- Chapter Test
- Assessments

Activities/Strategies - How we teach content and skills

- Discuss chapter opener
- PowerPoint presentation or hands on manipulative to introduce the vocabulary
- Present video historia
- Total Physical Response (TPR) activities.
- Teacher generated materials related to content.
- Pictures/you tube clips
- Listening proficiency activities
- Writing proficiency activities
- Textbook/workbook activities
- Use pictures of people meeting from Spanish countries
- Demonstrate a typical encounter with someone from a Spanish country showing common gestures, different greetings based on time of day, and using formal and informal when addressing people.

  discuss common Spanish names
- Flashcards or use powerpoint presentation to introduce the question ¿Cómo estas? and the responses
- Introduce various commands for the year by playing Simon says
- Students should practice counting with objects or singing songs.
- Use flashcards and label the classroom objects in the room
- Show examples of courtesies words in
- Look at the list of words in the book,decide if word is masculine or feminine
- Work with a partner to find out each other's names and how to spell them.
- Listening activity: Accurately identify time of day based on greeting; formal or informal
- Listening activity to practice date and time
- Reading activity: Read a list of school supplies and identify them, then check to see if you have any of

the items on your desk right now.

- Interpret calendars
- Weather forecast

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- Commands and instructions for basic classroom procedures in Spanish
- Greetings and leave-taking expressions in Spanish
- Introduction of self/others in Spanish
- Spanish Names
- Structure questions/responses in Spanish
- Courtesies in Spanish
- Express emotions/feelings
- Cognates
- Numbers 1-100 in Spanish
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Spiral Focus from Previous Unit

Review of content from middle school curriculum such as

- numbers
- colors
- greetings
- commands

Instructional Activity

Written, auditory and role playing activities using text, personal white boards, and ancillaries

Use practice sheets to re-introduce/review vocabulary and grammar presented in previous units/years

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.11.TL.3: Select appropriate tools to organize and present information digitally.

9.4.11.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Key Resources

Realidades textbook

Guided and Core Practice Workbook

Audio activities

Videohistoria/video activities

GramActiva Videos

Realidades.com

Flashcards/pictures

Listening and writing activities

Research practice worksheets on topics in this unit

Interdisciplinary Connections - How does this content impact the following groups

RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-PS4-1), (HS-PS4-4)
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS4-5)

LGBTQ

Integration of Contributions of LGBTQ People - This unit will also include age-appropriate instruction for grades 9 – 12 on the political, economic, and social contributions of LGBTQ people with the following content/activities https://www.njleg.state.nj.us/2018/Bills/PL19/6_.HTM

(where applicable)

Hispanic

Integration of Contributions of Hispanic People - This unit will also include age-appropriate instruction for grades 9 – 12 on the political, economic, and social contributions of Hispanic people(where applicable).

African American

Amistad Commission Standards Integration- This unit will also include age-appropriate instruction for grades 9 - 12 aligned with the following standards: https://law.justia.com/codes/new-jersey/2018/title-52/chapter-16a/section-52-16a-88/

(where applicable):

Women

Integration of Contributions of Women- This unit will also include age-appropriate instruction for grades 9 – 12 on the political, economic, and social contributions of women (where applicable)